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ABSTRACT

The Social Service Aide Project for the training and education of paraprofessionals is a part of the Career Options Research and Development Project of the Young Men's Christian Association of Chicago. These materials include: (1) "A Report of Pilot A Social Service Aide Program: Phase I and II (September 1969-August 1970)," (2) "Pilot D: Human Services Career Development Program (High School Education and Training)," part of the Phase II Final Report, and (3) "Phase III Proposal of Social Service Aide Project for the Training and Education of Paraprofessionals (October 1970-September 1971)." Related materials include ED 035 062, ED 047 138-047 142, ED 056 420-056 421, and ED 057 001. (CD)

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SOCIAL SERVICE AIDE PROJECT

SUMMARY REPORTS and PROPOSALS

VT014737

BR 7-0329
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PHASE III PROPOSAL

Project No. 7-0329

Grant No. OEG-0-8-070329-3694 (085)

SOCIAL SERVICE AIDE PROJECT

For the Training and Education

of Paraprofessionals

September 30, 1970

Contractor:
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of Metropolitan Chicago
Career Options Research and Development
-A Special Funded Project
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VT014737 Part 1 of 3

PROPOSAL FOR PHASE-III
(October 1, 1970 - September 30, 1971)

SOCIAL SERVICE AIDE PROJECT

1. BACKGROUND

This document will serve to propose a scope of research work in the third and final phase of a research program entitled, "SOCIAL SERVICE AIDE PROJECT for the Training and Education of Sub-Professionals". The project is also known locally as Career Options Research and Development - a Special Funded Program of the YMCA of Metropolitan Chicago. The proposal for Phase-III (October 1, 1970 - September 30, 1971) is prepared in support of the following documents approved under Grant No. OEG-0-8-070329-3694 (085), Project No. 7-0329 of the Office of Education, U.S. Department of Health, Education, and Welfare:

a) Original proposal (undated) as initiated by Fred W. Bezanson. (approved on August 28, 1968)
b) Addendum to the original proposal, dated February 3, 1968 (approved on August 28, 1968)
c) Letter of June 19, 1968, with stipulated changes incorporated by reference. (approved on August 28, 1968)
d) Review of Data Gathering Instrument, as approved by the Internal Clearance Committee, Bureau of Research, U.S. Office of Education on May 9, 1969.
e) Letter of May 15, 1969, requesting extension of Phase-I activities through September 30, 1969. (confirmed by telegraphic message)
f) Phase-II Proposal, dated August 29, 1969. (confirmed on November 20, 1969)
g) Subcontract agreement with Prairie State College, as approved by the Planning, Research and Evaluation Branch, U.S. Office of Education, on February 25, 1970.
h) Subcontract agreement with the Board of Trustees of Junior Colleges District No. 508, Cook County, Illinois, as approved by the Planning, Research and Evaluation Branch, U.S. Office of Education on June 18, 1970.

An August 21, 1968 memorandum issued by the Division of Comprehensive and Vocational Education Research (Bureau of Research, U.S. Office of Education) outlined their scope of responsibility for funding research projects under Section 4(c) of the Vocational Education Act of 1963

> "The Vocational Education Act of 1963 emphasized the need to develop vocational-technical education programs geared realistically and flexibly to current and anticipated employemnt opportunities. With this in mind, the Division of Comprehensive and Vocational Education Research has sought to increase the opportunities for training for careers in expanding human services activities and for growing occupations in developing technologies. Persistent unemployment and underemployment of the

disadvantaged is incongruous in the face of our urgent need for trained personnel to provide more and better education, health, welfare, and other services and to cope with our increasingly sophisticated technology.

In line with its research responsibilities, the Division, through its Career Opportunities Branch, has actively supported research projects designed to develop educational programs for "new Careers" in the human services, and for emerging technical occupations. "

"...The Division of Comprehensive and Vocational Education Research, through the activities of its Career Opportunities Branch, has emphasized research designed to establish innovative vocational-technical education programs for new careers in the human services, and for emerging technical occupations in developing technological fields which may also provide entry level job opportunities with advancement potential of research in these expanding fields for curriculum design and development, and the provision of technical assistance and financial support for such research."

"...In general, these projects are all designed to (1) use job analysis techniques to identify the nature and scope of job tasks and physical, mental, and interpersonal job skills, (2) organize tasks and skills into a career sequence or hierarchy of increasingly responsible jobs; and(3) develop articulated secondary, post-secondary, and higher education programs which will qualify students and workers for subprofessional level jobs and for advancement comensurate with their ability, education, and experience.

Underlying these projects is the basic assumption that well-designed new career programs will alleviate acute shortages of professional manpower, provide useful jobs with career possibilities for large numbers of disadvantaged and other unemployed and underemployed persons, and help improve the delivery of health, education, welfare, and other services to the community.

Education has significant and unique contributions to make in establishing new careers in public services, not only as an employer of subprofessional school personnel but, more importantly, as a developer of subprofessionals to help meet the vital needs for growth and quality in <u>all</u> human service fields."

"....Many of our most dynamic new technologies are the result of a blending of existing technologies necessary to meet the needs of our increasingly sophisticated scientific and engineering development. Expansion of these technologies requires increased numbers of technically educated support personnel with different levels of ability and preparation. Yet the inherently multi-industry and multi-disciplinary nature of these emerging technologies create difficult and unfamiliar problems of education program planning and development. Technical education programs in these fields are rare because it is not feasible or economical for individual schools, or even states, to carry out the intensive and costly research necessary to initiate educational programs in emerging, multi-industry technologies.

Federal support for such research programs can contribute to the development of an adequate supply of trained technicians, and make possible the creation of new career opportunities for thousands of young people, including those who are educationally disadvantaged, but basically able."

2. PURPOSE

The lack of effectiveness and efficiency in many a human endeavor has often placed blames on personnel or manpower shortage. The social and human service manpower shortage has been due to increasing demand for professional degreed workers, and the inability of professional schools to expand rapidly to meet that demand. Moreover, among both employers and educators, there is the over - emphasis of credentialism at the expense of over looking the real issue of competency. Consequently, a college degree in anything usually qualifies one for mid-level social and human services; Master's degree in Social Work is regarded as deserving of supervisory positions of career entry; and the non-degreed are bottom dogs. Ironically, service gaps are being filled at less cost, by indigenous "non-professionals" in new and expanding fields beyond traditional case-work, group work, and community organization. In metropolitan Chicago, the majority of "non-professionals" (also called "sub-" or "para-professionals") are engaged in the "War on Poverty" community outreach conducted by both public and private agencies. These non-credentialed workers have no negotiable career ladders. Nor do they have the wherewithall for education and training to attain genuine professional skills and know-how. Three practical concerns persist in the course of this Project's conduct of research:

a) Are the current para-professionals and students adequately trained to fill the gaps of human services?

b) Is there educational and training support for the para-professional to advance beyond entry level (often "dead-end") jobs?

c) What vocational-technical education in human services would be relevant, comprehensive, career-enchancing, and least costly in terms of both time and money?

It is evident that the grass-roots delivery of human services is carried out by the para-professionals (who prefer to be regarded as "New Careerists", "New Professionals", or "Community Professionals") to convey their desire for a new concept of quality service through genuine community involvement. In the first phase of "Career Options", also called Social Service Aide Project, the findings confirmed essentially the following:

"Although education through college and graduate school is traditionally regarded as the pre-requisite for career entry into professional social and human services, there is scarcely any scientific evidence to positively correlate what one learns (curriculum) and what he practices (functional task). This is sharply brought to light as community services depend heavily on the life and work experience, knowledge, and know-how of para-professionals with far less formal education than those with college and advanced

degrees. This alone raises the question, among both the credentialed and non-credentialed workers, of whether it is possible to promote early career-entry, with relevant on-the-job training and accredited education, in order to bridge the gap between academic learning and professional practice.

Resulting from 217 interviews and extended observations in Phase-I (the first year's) research, the project task force recorded over 2000 functional tasks in human services, which upon analysis and restructuring, produced career-entry job descriptions at the secondary and post-secondary educational levels. It was also demostrated that career entry need not be restricted to one specific occupation. The data for task analysis in Phase-I constituted 7 functional related fields, namely, community organization, health service, group work, social service administration, case work, child care, and mental health. Recent findings indicated an 8th field in teaching assistance as a function of teacher aides.

In all, the findings show a positive feasibility of utilizing existing educational resources, such as community colleges, universities, and high schools, for the research and development of human services core curriculum at various levels, to facilitate the widest choice of career entry and subsequent advancement." (See Phase I Final Report)

Currently concluding the second phase of research and evaluation, Project CORD is attempting to experiment with a test-model of human services core curriculum at the community college level. Research findings are useless unless they are put to test. Phase II of this project essentially used the cooperating colleges and community service agencies as the test sites for the research model of career ladders with corresponding curriculum. (See Summary Table of AA Degree Human Service Courses Tested in Phase II) Evaluation to date indicates the need for continuous cross-validation of both the job task analysis and curriculum developed. Advocating both short-range and long-term systems approach, the project seeks to expand the career options among the increassing number of new professionals, who concurrently work toward the following.

a) Improved conditions of work and training, wage and salary administration, application of career ladders, evaluation of job performance, and fringe benefits such as sick leave, vacation, "released time" and stipends for educational purposes.

b) Realistic job descriptions to accurately reflect actual tasks, abilities, and work requirements for systematic career advancement.

c) Merit employment and career advancement based on actual performance, life and work experience, or other fair alternatives for qualification.

SUMMARY TABLE OF AA DEGREE HUMAN
Service Courses Tested in Phase II

Title of Courses* By Semester	Credit Hours	Pilot-Test "A"	Pilot-Test "B"	Pilot-Test "C"
First Semester				
Orientation to Human Services	3	x	x	
Communication I	3			
American Ethnic Groups	3		x	
Techniques of Organization and Decision Making	2			x
Human Growth and Development I	3		x	x
Physical Education I	1			
Second Semester				
Principles of Health	3			
Comminication II	3		x	x
Social Problems	3	x		
Community Resources	2		x	
Human Growth and Development II	3		x	
Physical Education II	1	x		
Third Semester				
Health Care	3			
Abnormal Psychology	3			
Group Process	3	x	x	x
Creative Activities I	3			
Practicum I	3	x		
Fourth Semester				
Elective	3	x		
Elective	3			
Elective	3			
Creative Activities II	3			
Practicum II	3			

*Source: Phase I Final Report (see course Descriptions)

Note: Details of pilot tests in Phase II are contained in Pilot "A" Evaluation, Pilot "B" Evaluation, and Pilot "C" Evaluation respectively under separate cover.

d) Legislative and adminsitrative changes in support of the"New Career" concept, to realistically enable the helping profession, and to improve the quality of human services in the grass-roots community.

3. OBJECTIVES

The Social Service Aide Project (Career Options Research and Development a Special Program of the YMCA of Metropolitan Chicago) proposes to carry out a scope of research work in Phase III, October 1, 1970 through September 30, 1971, with the following objectives:

a) Pilot "A" - Prairie State College:

OBJECTIVE #1: To extend the research and design of human services core curriculum, from the AA level at Prairie State College, to at least one each of feeder high schools and BA/BS level colleges or universities.

STRATEGY #1: In the course of Phase II, Prairie State College was involved in the interest and participation in assesing the feasibility of high school career development programs at such feeder schools as Crete-Monee, Bloom Township, Rich Township, and Homewood- Flossmoor. The same activity has begun with George Williams College, Roosevelt University, and Governor State University. It is expected that Phase III will provide an opprotunity to intensify these educational linkages from the "talk" stage to actual research and design of career ladders with corresponding curriculum.

TACTIC #1A: Appeal to the self-interest of Prairie State College in further defining their role as a responsible community college, basically interested in human services.

TACTIC #1B: Encourage the on-going academic articulation between Prairie State College and the feeder high schools, and senior colleges.

TACTIC #1C: Provide research challenge and opportunites for those high schools and colleges that claim to be "innovative", "exmplary", and "experimental".

TACTIC #1D: Prove and publish the career success of those students involved in Pilot "A" at Prairie State College.

TACTIC #1E: Promote the research and developmental capabilities of Prairie State College in place of "Career Options" of the Metropolitan YMCA, so as to phase out the latter at the conclusion of Phase III.

OBJECTIVE #2: To measure the impact of Human Services Career Development Program at Prairie State College.

STRATEGY #2: Phase II has only begun the testing and evaluation of the human services core curriculum as designed in Phase I. The burden of this work was in selecting and monitoring the teaching content and process; also, students on released-time were

encouraged and supported to undertake a relatively new and unfamiliar experiment in education. Given an additional year in Phase III, it is anticipated that conclusive results will be produced by the comparative analysis between control and experimental groups relative to Pilot "A".

TACTIC #2A: Press for administrative clearance to provide new courses for testing as in Phase II, in order to complete the evaluation at the AA level.

TACTIC #2B: Solicit cooperation among students, teachers, and employers, to design and complete an impact study of Pilot "A" in Phase III.

OBJECTIVE #3: To validate the research and developmental functions of human services at Prairie State College.

STRATEGY #3: It is our assumption that in the long run, no amount of research can validate a curriculum unless the college as a community institution is involved with the broad-based participation of the consumers as well as providers of human services. If the phase-out of Pilot "A" from Prairie State College will invalidate the Human Services Career Development Program, then the Project shall indeed have failed. In order to avoid such eventuality, Phase III will provide an opprotunity, along with the reorganization of the College, to establish working relationships in the community.

TACTIC #3A: Consolidate human services program resources among the academic and vocational-technical departments at Prairie State College. This can be accomplished by utilizing both formal and informal leadership in the process of total reorganization.

TACTIC #3B: Form and develop a task force to include students, clients, and providers of human services, to plan, implement, evaluate, and monitor both short-range and long-term career development.

Note: For evaluative data pertaining to the Prairie State College experience in Phase II, see Pilot "A" Evaluation under separate cover.

b) Pilot "B" - City Colleges of Chicago:

OBJECTIVE #1: To refine and more extensively test the AA degree curriculum within the general student population.

STRATEGY #1: During Phase II, part of the core curriculum was tested upon a general student population. (See Summary Table of AA Degree Human Service Courses Tested in Phase II)
It was impossible to test a two-year curriculum within one academic year. Testing consistent with the methods in Phase II must continue if the evaluation is to be valid and reliable.

More courses must be tested and all partial tests must be completed within Phase III (See Pilot "B" Evaluation, Phase II Final Report)

OBJECTIVE #2: To evaluate at least one agency group subject to the test of core curriculum both in college and on the job.

STRATEGY #2: In Phase II, it was not possible to test the curriculum on a homogeneous agency group. Also, within the time frame of Phase II, no single agency of significant size was committed to the development of new employment opportunities. Within Phase III, three agencies which never before developed new careers on a significant scale are expected to seek vocational-technical education from the City Colleges of Chicago. The Chicago Committee on Urban Opportunity (the local CAP agency of OEO) is presently negotiating with the Chicago City College System for the training to 25 to 50 of its para-professionals. Cook County Department of Public Aid (CCDPA) has approached SSAP (CORD) to determine if we could be of assistnace to them in the training of their para-professionals. Martin Luther King Community Health Center has also approached the City Colleges of Chicago for purposes of inaugarating a new training program for their para-professionals. It is expected that at least one of these opportunities will materialize, thereby making it possbile for Pilot "B" to evaluate the effect of the human services curriculum on a single agency group both within the educational system the community service agency. This is an important opportunity for which SSAP (CORD) has sought throughout Phases I and II.

OBJECTIVE #3: To develop specialized educational materials relevant to the uniform application of the restructured curriculum.

STRATEGY #3: In teaching the core curriculum to para-professionals many of whom have been away from school a long time and have never had a satisfying experience with educational institutions, special problems are encountered in teaching methods and educational materials. In as much as the core curriculum represents new contents, the course materials has never been taught before. It is necessary that some specialized techniques and materials be developed in cooperation with the City Colleges of Chicago as appropriate supplements to the core curriculum.

OBJECTIVE #4: To convene conferences and workshops among area schools (both junior and senior colleges) and among human service agencies and educational institutions. These conferences and workshops are designed in cooperation with the City Colleges of Chicago to develop uniform accreditation, standards for life and work experience, credit transfer between secondary and post-secondary educational institutions.

STRATEGY #4: Phases I and II have experienced difficulties in gaining agency commitment to restructure and provide career ladders. Also, the articulation of career development programs between educational institutions has never been clear on credit acceptance. The May 20, 1970 MESHS conference and the June 15-19 1970 Seminar on Child Care Curriculum (See Phase II Final Report on these respective activities) showed that many problems remain

to be resolved among the junior and senior colleges, and between these schools and agencies. Phase III will provide the opportunity for this project to resolve these differences to facilitate career and academic advancement.

c) Pilot "C" - YMCA Community College:

OBJECTIVE #1: To further test restructured courses as in Pilots "A" and "B".

STRATEGY #1: We expect to test at least eight additional courses in Phase III utilizing the Seminar Method at the YMCA Community College (See Pilot "C" Evaluation, Phase II Final Report)

The YMCA-NTL Network will be utilized as the certifying institution within the Metropolitan YMCA for Community Professionals in Human Services.

Participants will not be limited to the Mid-South area; information regarding Pilot "C" will be disseminated through the association's internal publication Hotline allowing any interested non-degreed employee an opportunity for professional training and education.

OBJECTIVE #2: To further develop linkages with educational institutions above and below the AA level.

STRATEGY #2: With the increasing involvement of the Metropolitan YMCA in consolidating educational and training resources, it is anticipated that the YMCA College and High School will be among the first educational institutions to articulate credit acceptance and transfer. Other problems similarly encountered in Pilots "A" and "B" will gain support from Pilot "C" toward their resolution. Being private educational institutions within the YMCA administration, it is expected that the necessary changes attending the "New Careers" concept will be relatively easier to come about.

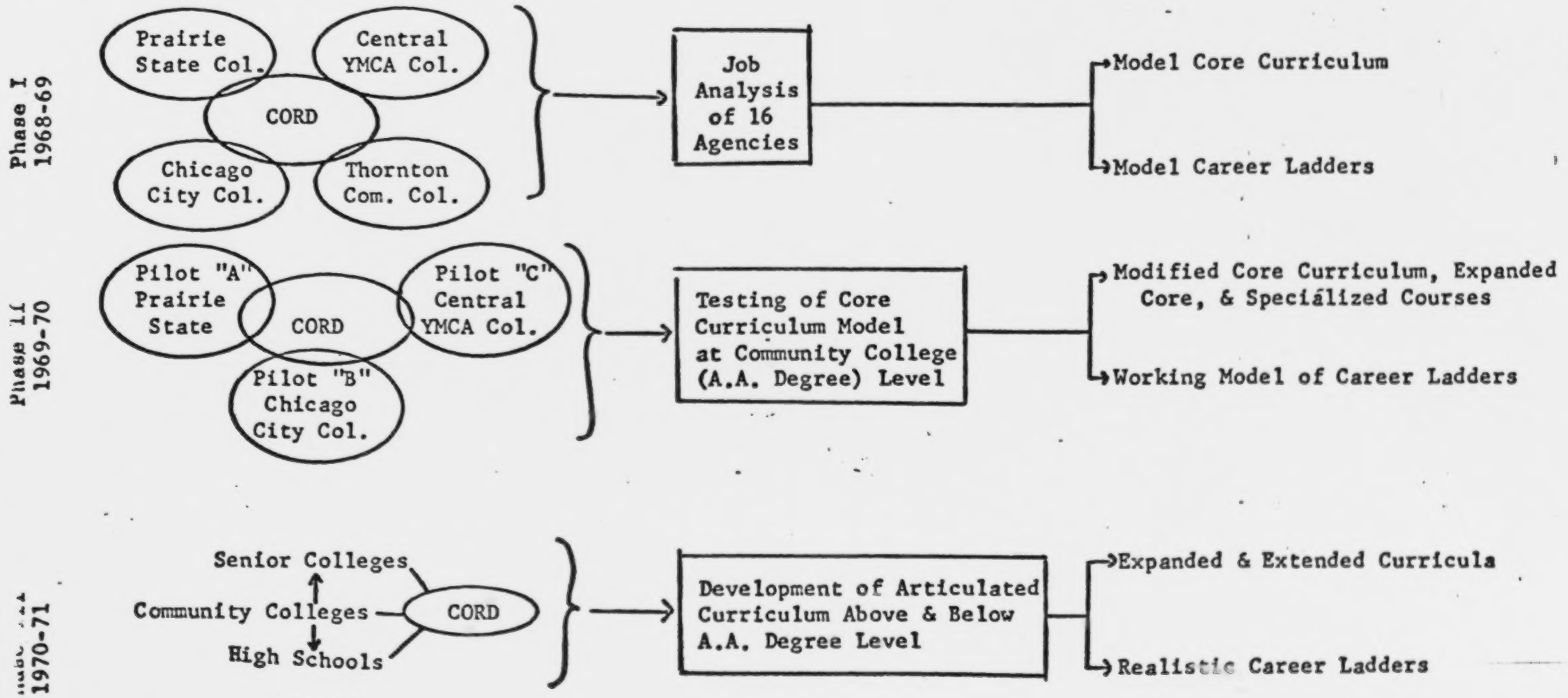
O B J E C T I V E S

1. Use of job analysis techniques to identify the nature and scope of job tasks and physical, mental, and interpersonal job skills.

2. Organization of tasks and skills into a career sequence or hierarchy of jobs with increasing responsibility and compensation (Career Ladders, Lattices).

3. Articulation of secondary, post-secondary and higher education programs (Model Curricula) which will qualify students and workers for paraprofessional level jobs and for advancement commensurate with their ability, education and experience.

A N D S C H E M A



4. Career Options Research & Development (CORD)

JOB SPECIFICATION*

PROGRAM ASSOCIATE, (or Associate Director)

I. PROGRAM PHILOSOPHY

Under the general rubric of research and evaluation the renewal of social and human service career ladders together with secondary and post-secondary vocational-technical curricula, must be demonstrated with full documentation of their socio-educational and cost benefits within the given time period. Owing to the limitation of time, manpower, and funds, it is necessary that the program persue a scope of research work utilizing the systems approach to functional task analysis in the context of community development. The research thrust calls for a working procedure which clearly identifies the organizational goals and objectives, functions, work patterns, traits, conditions, and then systematically follow through by an action strategy based on community knowledge, skills, know-how, values, folkways, mores, attitudes and opinions, styles of life, customs and loyalties. Recognizing that community renewal of education and career development cannot be accomplished by the feat and fiat of few outsiders regardless of their expertise, a broad-base involvement and skillful utilization of human resources in pilot-test projects must be demonstrated.

II. SALARY SCALE

Entry salaries at the BA/BS level with no full-time work experience are determined with due consideration of the suggested Salary Guidelines - 1970, YMCA of Metropolitan Chicago.

Entry	Mid-Level	Upper Limit
$7,800	$10,000	$12,000

Accordingly, MA/MS entrants with no experience will begin at $8,500, with the same ceiling of $12,000, adjustable to cost of living.

III. PERSONNEL CATEGORY

This salary consideration is based on equivalent responsibilities among such categories of personnel currently employed by the YMCA of Metropolitan Chicago as follows:

Physical Director
Youth Director
Social Program Director
Unit Director (Youth Action)
Outreach Worker A
Etc.

IV. BASIC FUNCTION

"Under the direction of the Program Director, exercises primary responsibility for the planning, development, promotion and control of

one or more sections of center program, and for the supervision of all program stations in the section (s)." In terms of CORD, this entails the design, development, and implemantation of one or more pilot-test projects in exemplary education and training of career interns in social or human services.

V. RESPONSIBILITIES

1. Identify program needs.
2. Plan and design program.
3. Organize program objectives (output) and time-table.
4. Orientate and train program personnel.
5. Monitor program progress.
6. Maintain program feedback and evaluation.
7. Recommend and influence policy and administration.
8. Develop public and professional relations to promote the program.
9. Develop inter-agency and intra-agency resources.
10. Conduct task force or committee work toward program goals and objectives.
11. Recommend program budget, contractual terms and conditions.
12. Maintain work records, reports, and correspondence.
13. Utilize community resources, and assume the program as a part of community renewal.
14. Keep current on professional and self-development.

VI. PERSONNEL ADMINISTRATION

The personnel practice of Career Options Research and Development will follow the current policy of the YMCA of Metropolitan Chicago. Exceptions to the rule are at the discretion of the Program Director.

VII. QUALITY OF PERFORMANCE

1. Knowledge of Job - Extent and degree of knowledge for making sound judgment.
2. Ability - Deftness in utilizing personal and group resources.
3. Personal Efficiency - Speed and effectiveness in carrying out assignments; validity and reliability of output.
4. Organization - Effectiveness in carrying out personal work plans -- goals, objectives, schedules, maintenance of work records.
5. Conduct of Working Relationships - Tact and diplomacy; effectiveness of working relationships.
6. Creativity - Ability to apply self-initiated alternatives to problem-solving tasks.
7. Health - Physical and mental capacity to maintain working efficiency.
8. Dependability - Reliability in execution and documentation of assignments.
9. Attitude - Enthusiasm, confidence, ability to give and take criticism to construct change.
10. Involvement - Extent and degree of involvement with people at work and in the community, for positive action in social change.

VIII. STANDARDS

1. Eight - hour work day, 40 - hour work week, with expected over-time work and commitments to evening and week-end activities in connection with business and professional development.
2. Evidence (work record) of the budget of time and effort relative to work output, with cost-benefit considerations.
3. Actively seek out, involve, and utilize community resources for the development of career ladders and curriculum. This means actual work with human service employers, employees, clients, students, educators, trainers, administrators, and policy-makers.
4. Bi-weekly written report of work progress, due in the Director's office on each pay day.
5. Personal investment toward trust and confidence. This requires relationships and communication.
6. Speed and efficiency is absolutely imperative. Over-time work is expected in order to fulfill scheduled or appointed commitment.
7. Must spend sufficient time on pilot-test site to establish identity, closer working relationships, and to be involved "where the action is."
8. Personal and professional development through "in-house" and "out-house" activities.

IX. QUALIFICATION FOR PROGRAM ASSOCIATE (or Associate Director)

1. BA/BS with at least four (4) years of progressive work experience in human services, or
2. MA/MS/MSW with at least two (2) years of progressive work experience in human services, or
3. Equivalent knowledge, skill, and experience.

Prefer candidate with supervisory experience in social science research, planning, and program implementation. Should have current experience with at least one community development project as a private citizen.

X. SCOPE OF WORK

The basic documents of work design is contained in formal proposals, plus addenda incorporated by reference. Copies of such documents may be obtained from the Clerk-Typist or Secretary of CORD.

*This standard job specification applies to all New Careerists, including program assistants, trainees, college or agency interns.

5. Budget Proposal

SOCIAL SERVICE AIDE PROJECT

Phase III Budget Proposal

Twelve-Month Period

(October 1, 1970 through September 30, 1971)

	CATEGORY	FEDERAL	NONFEDERAL	TOTAL
I.	Personnel (Increase of 10% from Phase II, to allow cost of living and salary adjustment)			
	1 Project Director	$15,400		$15,400
	1 Associate Director	12,650		12,650
	1 Research/Program Associate	9,900		9,900
	1 Research/Program Associate	8,800		8,800
	1 Research/Program Assistant	6,600		6,600
	1 Secretary	6,600		6,600
	1 Clerk-Typist	5,610		5,610
	Faculty and Administrative Staff		$22,880	22,880
		$65,560	$22,880	$88,440
	Educational Contract Services			
	Pilot "A" (see Budget Supplement)	$13,000		$13,000
	Pilot "B" (see Budget Supllement)	13,000		13,000
	Pilot "C" (see Budget Supplement)	10,000		10,000
	Research Consultation	4,000		4,000
		$40,000		$40,000
II.	Employee Benefits			
	FICA, Retirement, Health Insurance, Disability, etc. 12.5% of $65,560 = $8,175	$ 8,175		$ 8,175
III.	Professional Staff Travel			
	Local	$ 2,000		$ 2,000
	Out-of-Town	1,000		1,000
		$ 3,000		$ 3,000
IV.	Program Supplies & Material			
	Duplicating Supplies & Materials	$ 1,500		$ 1,500
	Educational and Training materials	4,000		4,000
	Office Supplies	1,500		1,500
		$ 7,000		$ 7,000

	CATEGORY	FEDERAL	NONFEDERAL	TOTAL
V.	Report Cost			
	Routine and Technical Reports	$1,800		$1,800
VI.	Equipment			
	See Attachment A	$1,704	$2,305	$4,009
VII.	Other Direct Costs			
	Conference Expense	$ 240		$ 240
	Telephone @90 mo x 12 mos.	1,080		1,080
	Liability Insurance @ .9183 per $100 payroll	602		602
	Classroom Space; 4 rooms for 8 mos.		$4,400	4,400
	Office Rental; 1280 sq ft. @ $4.00 sq.ft.	5,120		5,120
	Office repairs and Installation	500		500
	Staff Training & Development; 25 work sessions with college and/or Agency staff @ $50.00/day	1,250		1,250
		$8,792	$4,400	$13,192
VIII.	Indirect Costs			
	8.8% of salaries and Benefits $73,735	$3,244	$3,244	$6,488
	TOTAL PROPOSED BUDGET	$139,275	$32,829	$172,104

BUDGET ATTACHMENT A

Equipment

DESCRIPTION	MONTHLY	ANNUAL	36 MONTHS	PURCHASE
2 Electric Typewriters *	$ 26.00 ea.	$ 624.00	$ 1,872.00	$ 1,000.00
4 Manual Typewriters	11.00 ea.	528.00	1,584.00	840.00
1 Xerox 914 (Rental) *	63.00	756.00	2,168.00	29,500.00
1 Tape Recorder *	12.00	144.00	432.00	200.00
1 Adding Machine *	15.00	180.00	540.00	200.00
6 Clerical Desks	6.75 ea.	486.00	1,458.00	540.00
7 Executive Desks	5.75 ea.	483.00	1,449.00	560.00
6 Posture Chairs	2.00 ea.	144.00	432.00	180.00
7 Swivel Arm Chairs	4.00 ea.	336.00	1,008.00	525.00
7 Four Drawer File Cabinets	3.90 ea.	328.00	984.00	350.00
TOTAL		$4,009.00	$12,027.00	$33,695.00

All items rented --

*Federal Share $ 1,704

Sponsor Share 2,305

TOTAL $ 4,009

BUDGET SUPPLEMENT
Pilot "A"

Proposed Budget Category	Phase III	(Phase II)
Coordinator - 1/2 time @ $800 per month x 11 months	$ 8,800	$ 6,800
Clerk-Typist - 1/4 11 months @ $100. per month	1,100	1,400
Office Supplies	150	300
Travel	400	350
Research materials & expenses	350	500
Special instructional supplies and Materials	400	350
Student recruitment and evaluation costs	1.300	1,300
Statewide conference on Human Services accreditation	500	500
	$13,000.00	$13,550.0

Note: In-Kind Contribution -- Essentially the same as in Phase II

Budget Justification

Coordinator is the most valuable agent at the college. Although all of her time will be spent with Human Services, the college will pick up on the rest of her salary. In addition to coordinating the Human Services Programs at the College, she will spend time and effort as a direct consultant to SSAP(CORD)'s total research work.

Office supplies has been reduced(from last year) since it is anticipated that the College will contribute a larger share of such supplies as in-kind contribution.

Although less than the budgeted amount was spent in Phase II on travel, it is expected that local travel, of coordinator & other participants will amount to $400.00.

As a result fo Phase II experience and in anticipation of SSAP(CORD) assuming greater responsibility for research in Phase III, the budget for research materials and expenses has been reduced.

Special instructional supplies and materials will be an important category due to increased emphasis on production of relevant and much-needed syllabi for Human Services. It should be noted also that the Learning Center of Prairie State College which will be reproducing many of these materials is contributing a larger share for Phase III via In-Kind contribution.

Student Recruitment and Evaluation, not all used in Phase II, will be fully utilized this time. Additional fund could be used in this category and they will be sought elsewhere.

Participants in the Statewide Conference will be asked to pay cost of travel, hotel, food and, if necessary, an additional registration fee. Costs of planning and coordinating (plus postage, telephone, etc.) are estimated to consume $500.00.

BUDGET SUPPLEMENT
Pilot "B"

Budget Category	Phase III Estimate
Coordinator (10% for 12 mos @ $20,400/year)	$2,040
Research and evaluative consultation	1,200
Conferences/Workshops (3)	1,660
Evaluation Materials/serious	3,500
Special instructional materials	2,500
Consumable office supplies and materials	300
Indirect Costs	1,800
	$13,000

Note: In-kind contribution -- Essentially the same as in Phase II.

BDUGET SUPPLEMENT
Pilot "C"

Budget Category	Phase III Estimate
2 College instructors	$3,600
1 Professional training consultant (4 hours per week @ $10/hr. for 16 wks)	640
5 Paraprofessional trainers (60 hours of training time @ $5/hr per trainer)	1,600
1 Professional trainer (2 Week-end labs @ $150 per week end)	300
3 Technical consultants @ $250 per workshop	750
Program supplies	310
Special instructional Materials	500
Testing and evaluation	800
Data processing	1,500
	$10,000

BR J-0329
PA 08

ED 059303

Social Service Aide Program

Prepared jointly by:

Department of Public and Personal Services
Triton State College
Illinois Junior College District 527
River Grove, Illinois 60171

and

Career Options Research & Development
The YWCA of Metropolitan Chicago
37 South Wabash Street
Chicago, Illinois 60603

SOCIAL

SERVICE

AIDE

PROGRAM

For the Training and Education
of Paraprofessionals

A report of Pilot A
Phase I: September, 1969-January, 1970
Phase II: February, 1970-August, 1970

Provided through contract with:
The United States Department of
Health, Education, and Welfare
Office of Education
Bureau of Research

Grant # OEC-1-8-070225-3654 (085)

June, 1970
Prepared Jointly By:

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Points of view or opinion stated do
not necessarily represent official
Office of Education position or policy

ACKNOWLEDGMENT

We express our appreciation to:

The W. E. Upjohn Institute for Employment Research
Kalamazoo, Michigan

and

The Wisconsin Occupational Analysis Field Center
(Wisconsin State Employment Service)

for their pioneering work in
job analysis and restructuring

and to:

Nello A. Petersanti, Dean
Occupational Services Division
Prairie State College

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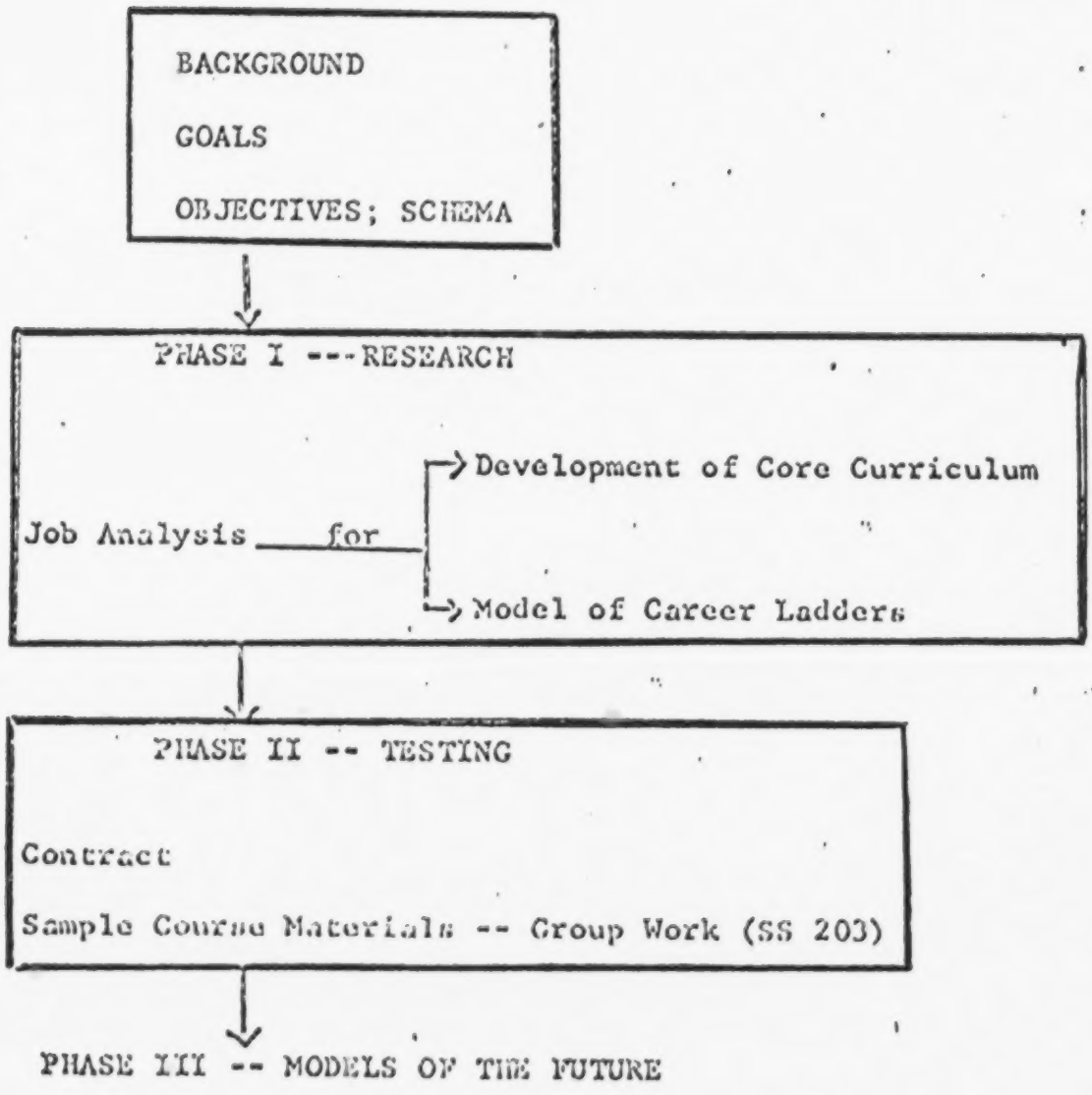


BACKGROUND

1963

"The Vocational Education Act of 1963 emphasized the need to develop vocational-technical education programs geared realistically and flexibly to current and anticipated employment opportunities. With this in mind, the Division of Comprehensive and Vocational Education Research has sought to increase the opportunities for training for careers in expanding human services activities and for growing occupations in developing technologies. Persistent unemployment and underemployment of the disadvantaged is incongruous in the face of our urgent need for trained personnel to provide more and better education, health, welfare, and other services to cope with our increasingly sophisticated technology."

U. S. Office of Education
Department of Health, Education and Welfare

1964

Preliminary discussions leading to the proposal for the Social Service Aide Project began in 1964 among four Chicago area community colleges: Chicago City College, Kennedy-King Campus (then Wilson Campus); Thornton Community College; Prairie State College (formerly Bloom Township Community College); and Central YMCA Community College. The common need: to develop a specialized curriculum toward the Associate of Arts degree with suitable training and education toward new careers in the social service field.

1966

In 1966, the sponsoring colleges and the Chicago Metropolitan YMCA drafted a joint proposal requesting federal funding of a Social Service Aide Project which would explore the problems of creating new paraprofessional occupations in social service, develop suitable curriculum, delineate realistic career ladders, and serve as a catalyst for systematic development of new careers for social service aides.

1968

In August of 1968, the Division of Comprehensive and Vocational Education Research (Bureau of Research, Office of Education, Department of Health, Education and Welfare) agreed to fund the Social Service Aide Project through its Career Opportunities Branch under Section 4(c) of the Vocational Education Act of 1963.

SSAP

OVERALL GOALS

RESEARCH
DEVELOPMENT
ARTICULATION
DEMONSTRATION
EVALUATION

GOALS FOR HUMAN SERVICES

- to expand and improve services
- to encourage flexible utilization of personnel
- to develop criteria of competence rather than of credentials
- to meet new needs and new concepts of service

GOALS FOR EDUCATIONAL SERVICES

- to broaden occupational preparation in public secondary and college systems
- to revitalize teaching processes by exposure to employment demands
- to revitalize learning processes by providing situations for immediate application
- to increase employability of graduates

GOALS FOR STUDENTS--EMPLOYEES--TRAINEES

- to provide careers, not jobs
- to obtain marketable skills
- to increase potential for vertical and horizontal mobility
- to provide alternate routes for professional development
- to maximize learning through on-the-job training

GOALS FOR EMPLOYMENT SERVICES

- to demonstrate the viability of a coordinated approach to training and placement
- to prompt career entry and development at all levels of the job hierarchy
- to encourage systems approaches in planning and operation

GOALS FOR HUMAN SERVICE EMPLOYERS

- to increase the supply of qualified personnel
- to involve employers in the development of curriculum and training processes
- to produce a better fit of supply to demand for skilled workers
- to optimize cost/effectiveness
- to encourage job restructuring for better services

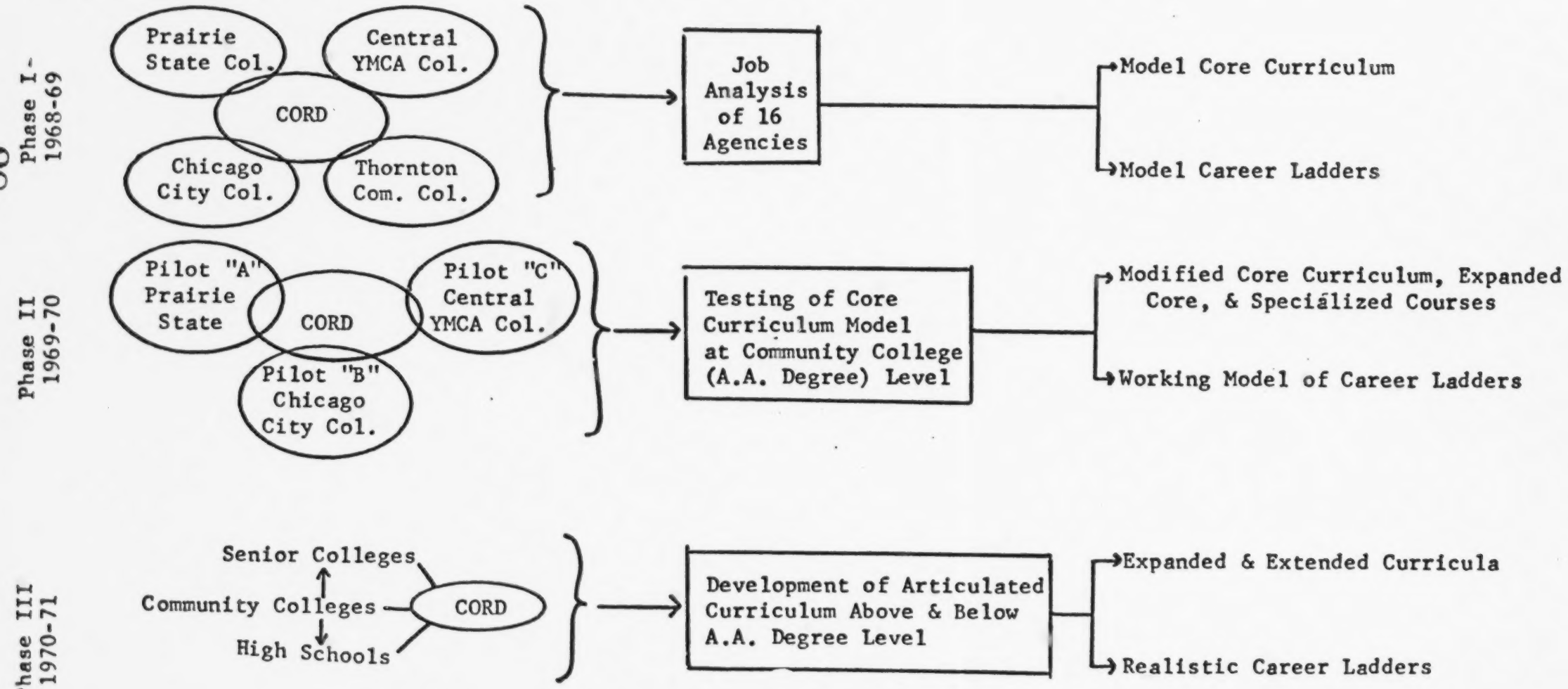
O B J E C T I V E S

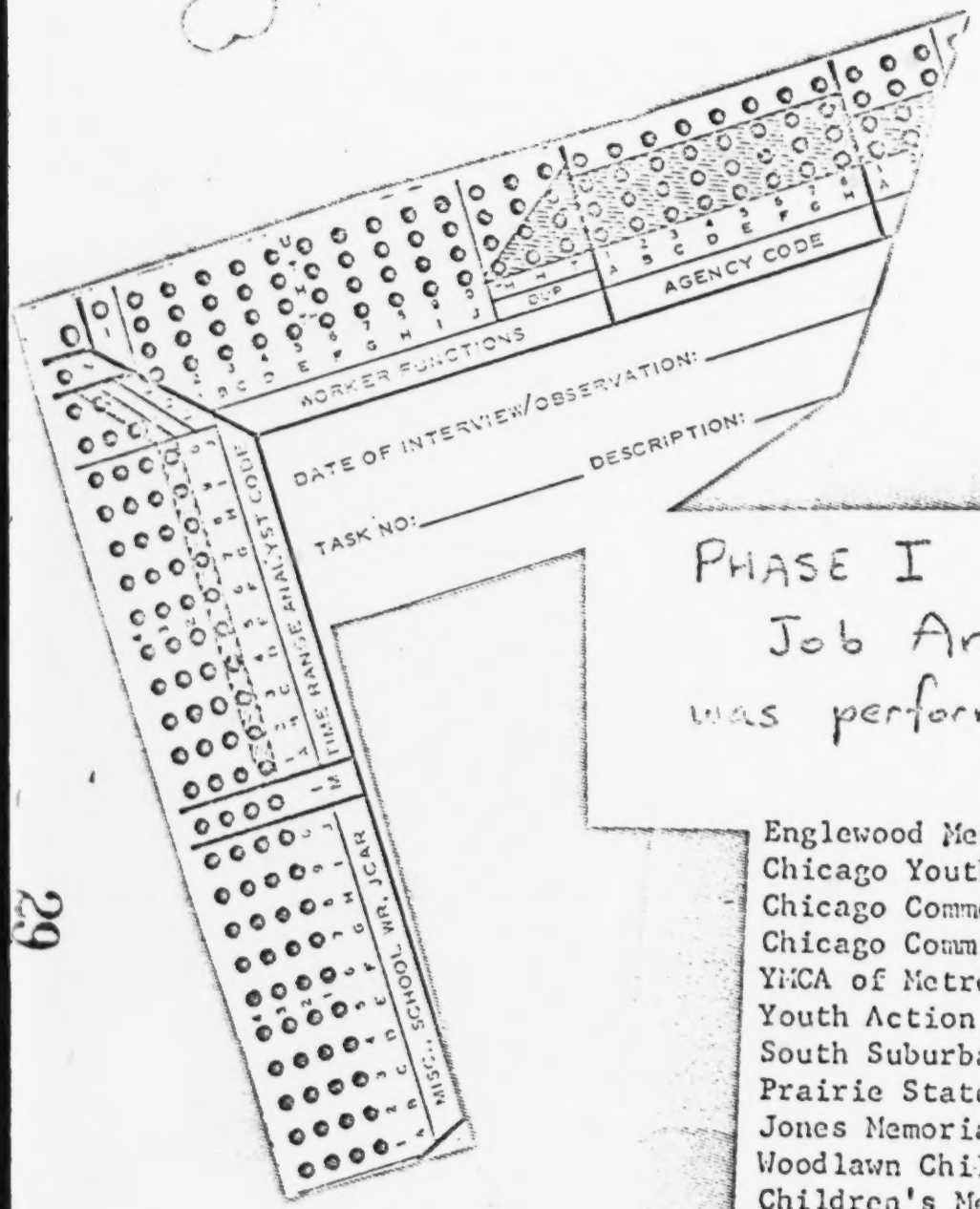
1. Use of job analysis techniques to identify the nature and scope of job tasks and physical, mental, and interpersonal job skills.

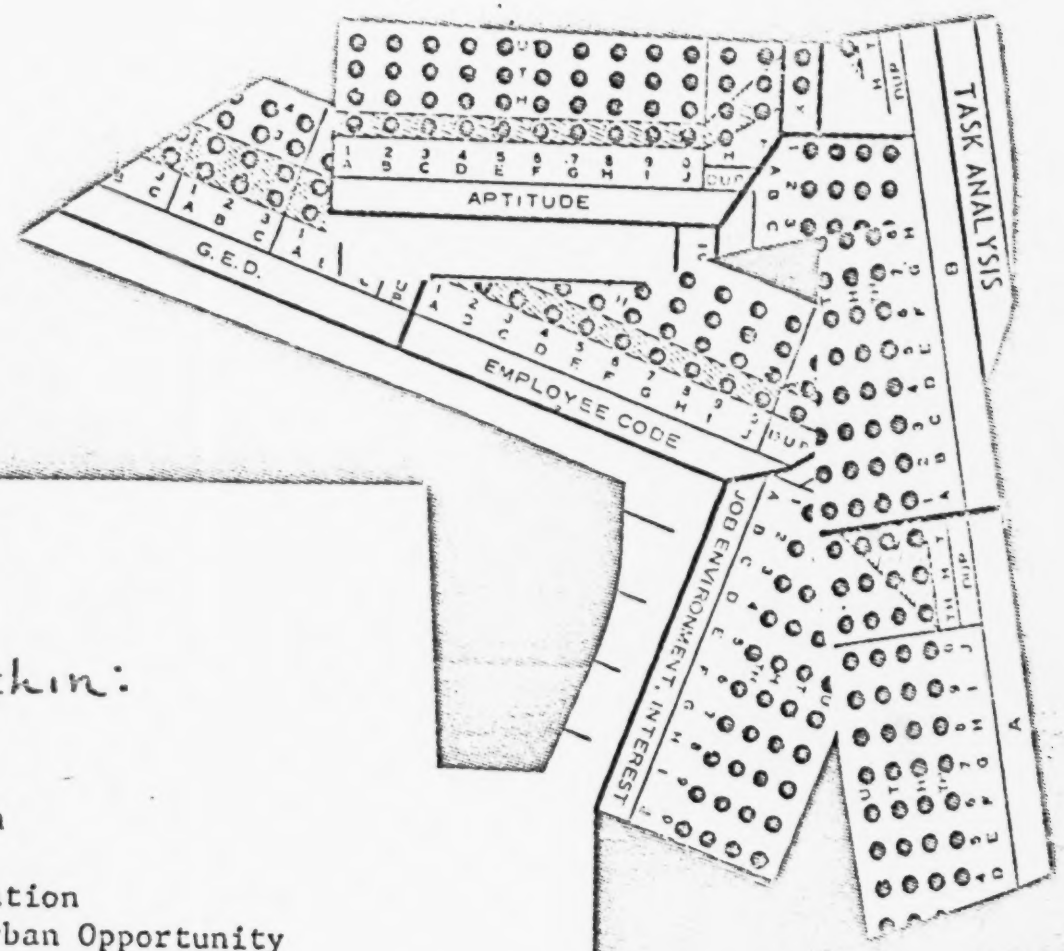
2. Organization of tasks and skills into a career sequence or hierarchy of jobs with increasing responsibility and compensation (Career Ladders, Lattices).

3. Articulation of secondary, post-secondary and higher education programs (Model Curricula) which will qualify students and workers for paraprofessional level jobs and for advancement commensurate with their ability, education and experience.

A N D S C H E M A







PHASE I

Job Analysis was performed within:

Englewood Mental Health
Chicago Youth Centers
Chicago Commons Association
Chicago Committee on Urban Opportunity
YMCA of Metropolitan Chicago
Youth Action
South Suburban Mental Health and Family Service
Prairie State Child Development Lab School
Jones Memorial Community Center
Woodlawn Child Care Center
Children's Memorial Hospital
Martin L. King Family Service Center
Oak Forest Hospital
Tinley Park Mental Health Center
Senior Citizens Mobile Service
Youth Services Divison of the Chicago
Department of Human Resources

JOB ANALYSIS

PROVIDES INFORMATION

about

Jobs

IDENTIFICATION

Titles by which the job is known.

Where the job fits in the "world of work"

The relationship to other jobs.
Promotions Transfers

DUTIES

Clear, Accurate, Concise
Description of all tasks performed by the worker.

Shows
-Worker Functions
-Work Fields
-Materials, Products, Subject Matter, and Services.
-Machines, Tools, Equipment, Work Aids, Data, People involved.

Answers the Questions
What?
How?
Why?

Tells
Worker actions
What work gets done
What is purpose of job.
What knowledges of work methods, materials, products, machines, tools, work aids, subject matter are used by worker.

REQUIREMENTS

Interests
Positive preferences for some types of work and dislikes for contrary types of work.

Involvements with
Data, People, Things; levels and significance.

Temperments
Those personality qualities which remain fairly constant and reveal a person's "intrinsic nature".

Physical Capacities
Necessary in the worker to perform the job.

Aptitude Levels
Intelligence
Verbal
Numerical
Spatial
Form
Clerical
Motor Coordination
Finger Dexterity
Manual Dexterity
Eye-Hand-Foot Coord.
Color Discrimination

Environmental Conditions
In which the worker performs the job.

Training
General Education
Specific Vocational

Job Analysis is not Time and Motion Study.

Job Analysis is not merely filling out forms.

Is used in some form in most personnel management functions.

Format can be adapted to fit the needs of many and varied users.

Job Analysis

for

Human Services Core Curriculum

further education

Upward Mobility

Career Entry

Horizontal Mobility

Certificates Degrees

Curriculum that Provides Options

Preparation for a changing job market

Specialized Electives

Practicum Courses

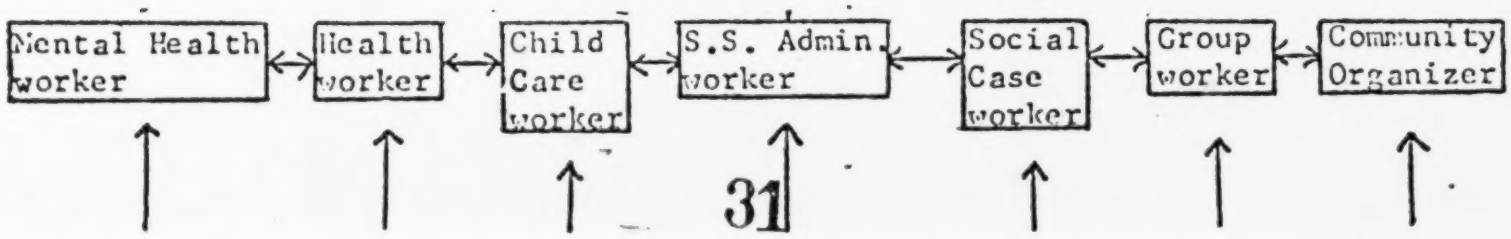
Career Ladder Model

Existing Services
Expanding Services
New Services

Medical Centers
Agencies
Institutions
providing:
social
educational
health

Schools

Public & Private Services throughout the metropolitan area



HUMAN SERVICES CORE CURRICULUM -- A.A. DEGREE LEVEL

1st Semester		2nd Semester	
Orientation to Social Service	3	Human Biology I (Principles of Health)	
Communication in Social Service I	3	Communication in Social Service II	
American Ethnic Groups	3	Social Problems	
Techniques of Organization and Decision-Making	2	Community Resources	
Psychology 101 (Human Growth and Development)	3	Psychology 102 (Human Growth and Development)	
Physical Education I	1	Physical Education II	

3rd Semester		4th Semester	
Human Biology II (Health Care)	3	Elective in Specialty	
Abnormal Psychology	3	Elective in Specialty	
Group Process	3	Elective in Specialty	
Creative Activities I	3	Creative Activities II	
Practicum I	3	Practicum II	

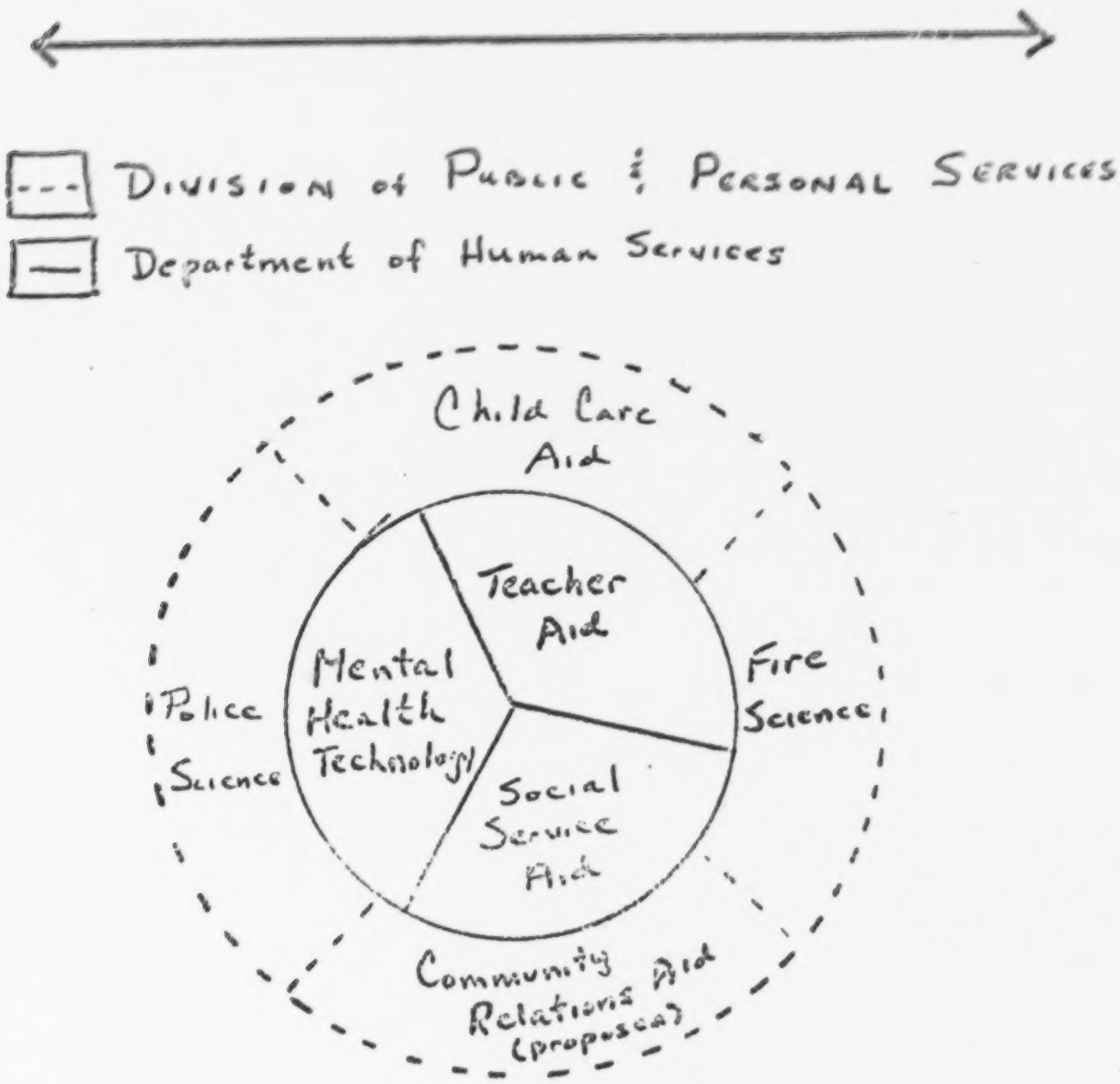
HUMAN SERVICES CAREER LADDER

(A) Occupational Status and Education	(B) Life/Work Experience	(C) Career Options	(D) Range of Significant Functions People	Data	Things
Professional Doctor's degree Master's degree	6 yrs of progressive experience with Equivalency Examination		0 1 2	0 1 2	0 1 2
Technologist II Bachelor's degree	5 yrs of progressive experience with Equivalency Examination		1 2 3	1 2	1 2
Technologist I 3rd yr. College Certificate	4 yrs of progressive experience with Equivalency Examination		2 3 4	2 3 4	2 3
Technician II Associate in Arts Degree	3 yrs of progressive experience with Equivalency Examination		3 4 5	3 4 5	3 4
Technician I 1st yr. College Certificate	2 yrs of progressive experience with Equivalency Examination		4 5 6	4 5	4 5
Trainee High School or less	1 yr of training before taking Qualifiying Examination for Technician I position.		5 6 7 8	5 6	5

Any combination of (A) and (B) to ascend career ladder with least time and expense, and to achieve the most comprehensive knowledge, skills, and know-how.

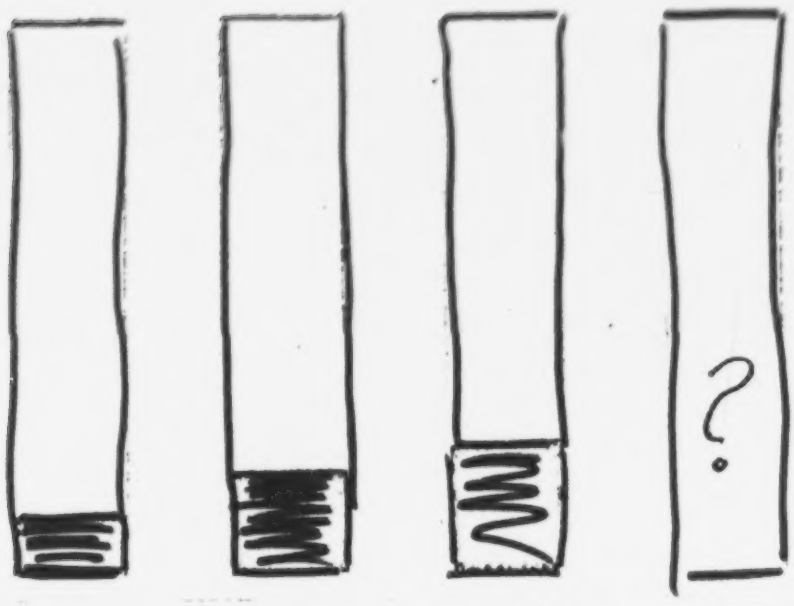
Phase II

Testing the Curriculum



PRAIRIE STATE COLLEGE

Career-Oriented Studies, which include Human Services Programs, attract a growing proportion of students every year at Prairie State College.



	1967	1968	1969	1970
General Studies	1.4%	0.8%	1.3%	?
Baccalaureate	85.0	80.0	76.7	?
Career Oriented	13.0	18.9	22.0	?

Per cent distribution of credit-hours

SOCIAL SERVICE AIDE PROJECT

EDUCATION AND TRAINING SUBCONTRACT

A G R E E M E N T

THIS AGREEMENT, made and entered into this third day of February, 1970, by and between the Young Men's Christian Association of Metropolitan Chicago, hereinafter referred to as "contractor", and Prairie State College, an educational institution in the city of Chicago Heights, State of Illinois, hereinafter referred to as "college".

W I T N E S S E T H :

WHEREAS, contractor contracted with the U.S. Department of Health, Education and Welfare under Section 4 (c) of the Vocational Education Act of 1963 has received from the U.S. Department of Health, Education, and Welfare a grant to fund such participation and

WHEREAS, the purpose of this agreement is to provide the educational component necessary to implement a program of exemplary education for the career development of paraprofessionals in social and/or human services, hereinafter referred to as "The Social Service Aide Project"; participants in such program to be hereinafter referred to as "enrollees".

WHEREAS, a task force will be formed by contractor and college to involve community groups, agencies and institutions, in the demonstration and evaluation of social service curriculum and career ladders.

NOW, THEREFORE, contractor and college, through the afore-mentioned committee, do hereby agree for the contract period from February 1, 1970 to August 31, 1970 as follows:

A. The College Agrees:

1. To offer a minimum of two courses, three semester hours each, during the spring semester, 1970 and one during the summer session, 1970. Both courses will be appropriate to the needs of the participating agencies, and will be compatible with the core curriculum of SSAP as outlined in the Phase I Final Report. They will be planned and developed by the job analysis techniques to implement the Group Work career ladders.

2. To fully accredit the courses to be offered and to take specific steps to secure the acceptance of these courses as transfer courses by senior institutions, particularly Governors State University which is now planning programs in the human services area.

3. To cooperate with the contractor in the development of appropriate means of evaluating the educational outcomes of the institutional activities conducted by the college and the extent to which the on-the-job effectiveness of the trainees is enhanced through participation in the program. Specifically the college agrees to cooperate with the contractor in facilitating any cost benefit analysis that the contractor may develop. In addition, the college agrees to develop an exemplary evaluation program, which will include individual and group visitation, conference with instructors, professional and paraprofessional personnel from the cooperating agencies, and student feedback on instruction and curriculum.

4. To promote and assist agencies in the demonstration of the career ladder concept and appropriate utilization of staff. Specifically, the college will cooperate with the contractor in inducing cooperating agencies to restructure their patterns of utilization of human service manpower in order to implement the career ladder concept.

5. To recruit and compensate instructors who will be able to work effectively with new careerists. The college also agrees to conduct any necessary in-service training for instructors that may be required to increase their effectiveness and relevance to training and education of paraprofessionals.

6 To recruit students, with the active involvement of the cooperating agencies, who are either now employed by the agencies or who are likely to be employed by the cooperating agencies or other agencies. The college further agrees to accept students regardless of their previous educational background or career attainments, and to take positive and specific steps to develop financial support in the form of scholarships, aids, and/or grants based on need. The latter activity will include public information activities designed to develop interest in the project and financial support on the part of community, civic, business, industrial, and religious groups.

7. To participate in the refinement and modification of the core curriculum as indicated by the short-term and long-range results of the evaluation program.

8. To assist in the expansion of the human service career ladders and related curriculum above and below the AA level. Specifically, the college agrees to initiate discussions with its four feeder high schools and the new Governors State University in order to explore the potentiality for an integrated and progressive curriculum. The college also agrees to establish short-term certification programs as appropriate.

9. To take concrete steps to expand human service career ladders by means of new curriculums. Specifically, the college agrees to develop and promote AA programs in two new areas: mental health and community organization. These programs would be inaugurated in the

fall of 1970, subject to local community needs.

10. To provide such support activities as the preparation of institutional media; duplication services; clerical and secretarial services, office and classroom facilities and involvement of various staff members as needed.

11. To assign the Director of Human Services as local coordinator to the project. The director will be responsible for carrying out the responsibility of the college under the terms of this contract.

12. To demonstrate, test and evaluate a procedure for granting and recognizing college credit for life and work experience.

13. To maintain and make available such work records as to reasonably substantiate the above listed activities.

B. The Contractor Agrees:

1. To assist the college in carrying out all activities within the scope of work ascribed to the Social Service Aide Project.

2. To jointly conduct planning and orientation workshops for the said pilot project.

3. To administer the necessary funds as indicated in the sub-contract budget.

4. To maintain and coordinate the project activities with the college through the designated college liaison.

5 To assist the college in the demonstration and evaluation of the career ladders and the core curriculum.

6. To act in the interest of the U.S. Department of Health, Education and Welfare to provide the necessary guidelines and technical support for the project.

7. To provide staff support for the demonstration and evaluation of the career development program.
8. To provide data support for those courses agreed upon between the contractor and the college.
9. To provide, when and where necessary, other forms of institutional support as in-kind contribution from the contractor, for the demonstration and evaluation of the said project.
10. To provide staff assistance in activities pertaining to funding, program development, technical input, and evaluation to further the objectives of this sub-contract.

In witness whereof, contractor and college have executed this Agreement as of the date entered above, the total cost of which shall be $13,550. as indicated by the attached budget.

(Signature for the College)	(Signature for the Contractor)
Name:	Name:
Title:	Title:

Note: Attached Budget

PRAIRIE STATE COLLEGE
CHICAGO HEIGHTS, ILLINOIS

17 February 1970

Dear Student,

Would you help us to make this group work course relevant to you by filling out and returning the attached form in the enclosed self-addressed stamped envelope. Thank you.

G. Sullivan
P. Popper

PRAIRIE STATE COLLEGE

Please check the statement that applies to you:

I have never worked with a group as a leader.

I have worked with a group for _____(mark length of time)

The group was made up of:

- ☐ Pre-school children
- ☐ Grade-school children
- ☐ High school students
- ☐ Adults
- ☐ Senior Citizens

The goal (s) of the group was (were):

- ☐ Recreation
- ☐ Treatment (e.g. children with school problems, adults with marital problems, former mental patients, etc.)

Please describe:

- ☐ Problem-solving (e.g. planning for a day-care center, locating a site for a local recreation center, etc.)
- ☐ Other (please describe)

I am now working with a group:

The group is made up of:

- ☐ Pre-school children
- ☐ Grade school children
- ☐ High school students
- ☐ Adults
- ☐ Senior Citizens

PRAIRIE STATE COLLEGE

The goal (s) of the group is (are):

- ☐ Recreation
- ☐ Treatment (e.g. children with school problems, adults with marital problems, former mental patients, etc.)

Please describe:

☐ Problem-solving (e.g. planning for a day-care center, locating a site for a local recreation center, etc.)

☐ Other (please describe)

With what agency are you working:_____

Would you be able and willing to work with a group while taking this course, if paid?

☐ Yes ☐ No

If yes, check age group you would like to work with:

☐ Pre-school		
☐ Grade school	☐ boys	☐ girls
☐ Junior High school	☐ boys	☐ girls
☐ High school	☐ boys	☐ girls
☐ Adults		
☐ Senior citizens		
☐ undecided - doesn't matter		

I have completed

☐ 8th grade	☐ 9th grade
☐ 10th grade	☐ 11th grade
☐ 12th grade	

- ☐ I have had some college courses
- ☐ I have an A.A. degree
- ☐ I have a B.A. degree
- ☐ This is my first college course

Please complete the following if you need financial aid and with to qualify.

Are you now employed? Part-time_____ Full time_____

What is your weekly income?_____

Number of persons dependent upon you for support?_____

Statement of Principle

Group Cohesiveness or cohesion.

Cohesion is a magic word in literature about group dynamics. Most of the time it is an all encompasing term expressing the "closeness" of people to each other in a group. In group experiments "closeness" is identified by measuring the interpersonal attraction of people for each other. Meaning, who likes who, within the group. But how can you measure liking?

Most of the experimenters operationalized personal attractions between individuals, by counting the number of positive statements one individual made to an other one. Thus a group is more cohesive if its members make more positive statements to each other, than a group, where the members make less positive statements to each other.

Simple? Yes if we leave off here, But -

Some other experimenters measure group cohesivity by the number of statements exchanged between group members, regardless whether they are positive or negative statements. Thus the members of the group can be involved in an intense argument but if they make more statements (responses) to each other than an other group, where the exchange is much more friendly, the first group is still called more cohesive.

All in all, the vague concept, group cohesivity, can be operationalized many ways. Some experimenters measure all group cohesivity by counting the number of agreements between members as they are talking. Others look at interest similarity between members while others look at shared values of members and the acceptance of the members by each other is define cohesivity of the group.

For our purposes, all of the above factors (ex. as number of responses, shared values etc.) contribute to the cohesivity of the group, plus a few others later to be described.

Example of one:

The concept of group cohesivity is only useful if we are able to observe and measure (2-3 words illegible) of the individuals which we have chosen to describe cohesivity (4 words illegible), most group workers conceptualize cohesivity through the factors enumerated above.

Why bother at all with the concept of group cohesivity?

Mainly since in group work we try to establish cohesive groups. Why? Since

(1) High verbal exchange rate (high interaction) allow for more new ideas to be presented in problem solving.

(2) High agreement rate between members speeds up the process of accomplishing a goal.

(3) High rate of positive statements towards each other by members makes the group more attractive to one and all, increases the probability that most members will show up for each meeting, a prerequisite of doing work with a group.

The following lessons will be dealing specifically with the factors that make for a cohesive group, so in its use cohesivity will become a catch all phrase, which it really is, a descriptive term, only useful in group work if we understand its points and the effect on these points by the environment.

Exercise:

In your own words please state:

(1) What is group cohesivity?

(2) Can it be measured? If yes give one example.

(3) Can you think of types of behavior not mentioned in the above paragraphs which might measure cohesivity?

Statement of Principle:

Outside threat usually increases the cohesivity of a group if coping with the threat is within the control of the group members.

Example:

A group of students sitting in at the local draft board against the Vietman War are threatened by the police. (outside threat) If they believe that they can cope with the police, that is, the technique of sitting in will stop the police or at least give them (the students) good publicity for their cause, the group cohesivity will increase. If however they expect to be beaten or be locked in and maced and they feel that they can do nothing about this except leave the premises, cohesivity will decrease.

Exercise:

Give your own example of a group being threatened from the outside. Depending, whether they have the means of coping with the treat, predict whether their cohesivity will increase or decrease.

Statement of Principle.

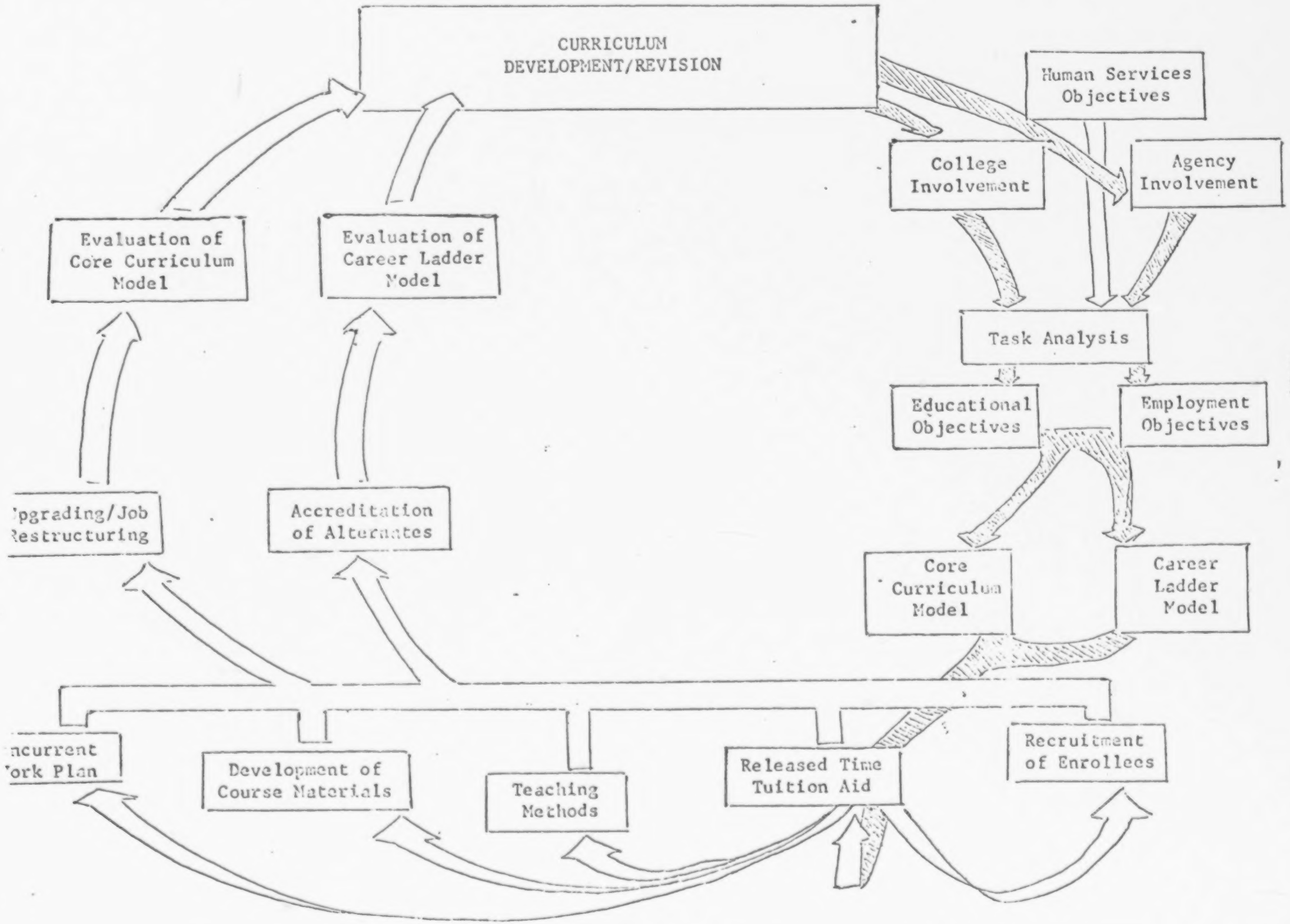
A group having a very clearly stated common goal will have high cohesivity.

Example of two: When forming a group or being part of one, be sure, really sure that all members understand the goal of the group. Be exact in stating the goal, so when you reach agreement on it, everyone has agreed on the same things.

Exercise: You're forming a group. The members of the group are parents who want to improve the education of their children.

From your experience, state a goal that is very specific, relating to what specific changes you all should agree on. In this example, the important thing is to be specific, regardless of the practicality of the goal you state.

PHASE III: MODELS OF THE FUTURE



MODELS OF THE FUTURE

S
S
A
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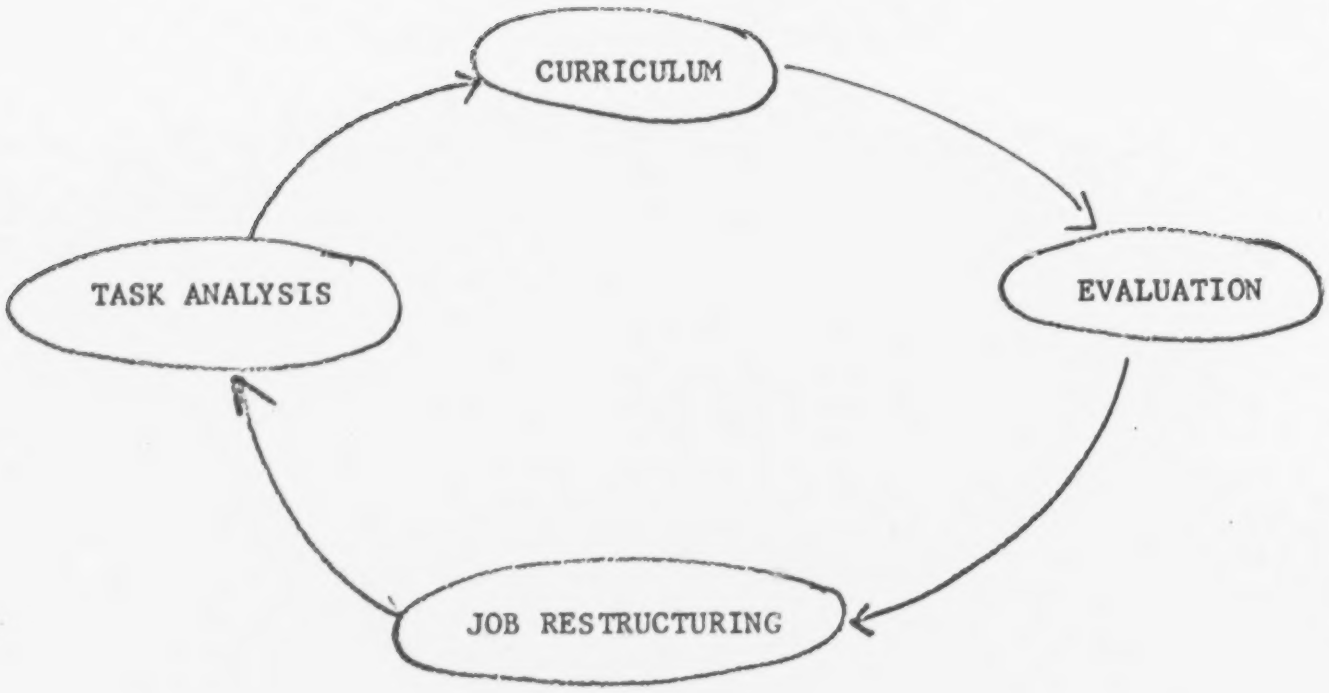
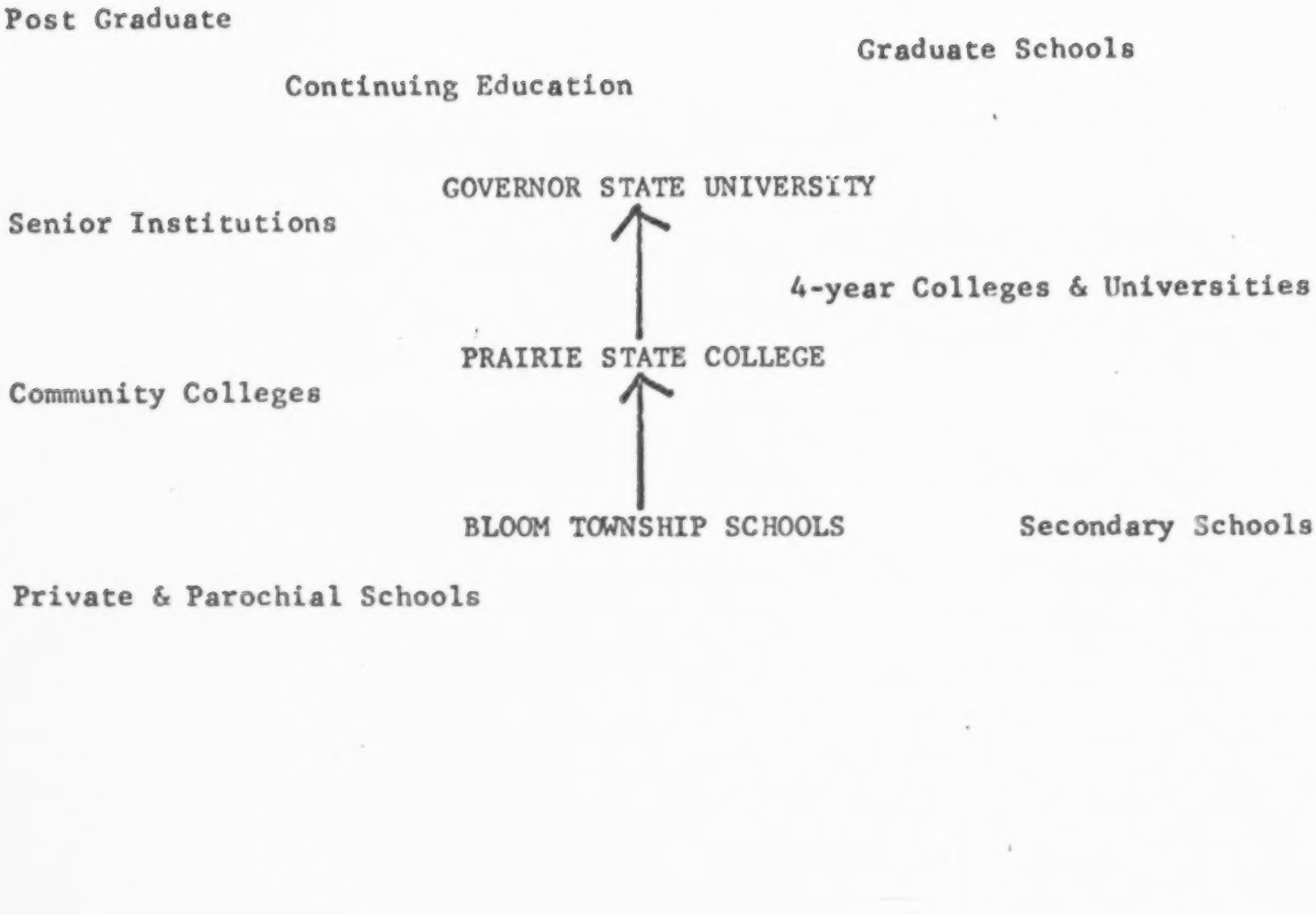


Curriculum development is a continuing task. Jobs change -- new jobs are created, old ones redefined. Services change. Professional requirements change. Student needs and wants change.

Thus is needed a mechanism for constant review and response. A vibrant education is the work of many minds.

SSAP

MODELS OF THE FUTURE



BR 7-0329
PA 08

ED 059393

Phase II Final Report

Pilot D: HUMAN SERVICES

CAREER DEVELOPMENT PROGRAM

(High School Education and Training)

Prepared by Jean Wetzel

Project No. 7-0329
Grant No. OEG-0-8-070329-3694(085)
SOCIAL SERVICE AIDE PROJECT
For the Training and Education
of Paraprofessionals

September 30, 1970

Career Options Research and Development
-A Special Project of
the Young Men's Christian Association
19 South La Salle Street
Chicago, Illinois 60603

This project is supported by the U.S. Office of Education, Bureau of Research, Department of Health, Education, and Welfare, under Section 4 (c) of the Vocational Education Act, 1963. Points of view or opinions do not, however, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

VT014739 7 Part 3 of 3

Dear Mr. Yabroff:

This working paper serves to update and supplement the following papers formerly submitted in June 1970. They are attached here for your convenience.

1. Working Paper No. 01, Memorandum to Bernie Frieden from Robert Soong, February, 1970. Entitled: High School New Careers Research and Development.

2. Working Paper No. 02, April, 1970: Human Services Career Development Program (High School Education and Training), written by Jean Wetzel.

3. Minutes of meeting with YMCA High School Counselor and Teachers, April, 1970, written by Jean Wetzel.

4. Design of Project Future, April, 1970, written by Bruce Cole.

5. Letter to Dr. Matland detailing development of the model, June, 1970, written by Jean Wetzel.

The model was developed as a joint effort with the Central YMCA High School, most notably Bernard Frieden, Assistant Principal of the School. The YMCA High School provides a unique testing ground for human services at the high school level. They currently serve about 800 students, many of whom are teenagers considered "high-risk" students by other schools. About 60% of the students have dropped out or been kicked out of other schools. There are also foreign and adult students. The school cooperates with the Neighborhood Youth Corps, Youth Action, Jobs Now, and other work-study programs and has demonstrated that it can operate flexibly within a variety of guidelines. Scholarships and part-time work enable students to attend who would otherwise be excluded. Unlike other private schools in the area, the Y High School employs as faculty a high proportion of "minority group" persons.

Since supplemental grants are not **yet** secured, this model does not include a proposal for Office of Education research funding. Sources will be sought during the rest of the year 1970 in hopes of implementing the time table shown. Success in this venture will mean that teacher orientation, task analysis, job development, and curriculum preparation can proceed before February, 1971. Since we have already invested

considerable amounts of time in Pilot D, we wanted to present it to you at this time.

In addition to summarizing plans of the YMCA High School for implementation of a human services career development program, the paper serves as a basis for discussion with other secondary schools in the Chicago area. For example, administrators of Bloom Township High School in Chicago Heights have responded favorably to the basic concept of human services programs and have asked that Prairie State College liaisons and Social Service Aide Project (CORD) staff present a proposal to their Vocational Advisory Board in the Fall of 1970. With their approval, the program could be initiated in September, 1971. Planning would proceed in such a way that all curriculum and skills development would be completely articulated with the Human Services Programs at Prairie State College.

Sincerely yours,

Jean Wetzel

Miss Jean Wetzel
Associate Director

HUMAN SERVICES

CAREER DEVELOPMENT PROGRAM

I. INTRODUCTION

This is a proposal to carry out a scope of work to include innovative research, demonstration and evaluation of a Human Services Career Development Program at the secondary level of "Exemplary Education", which is currently encouraged and supported by both the government (federal, state, and local) and private industries. One of the basic tenets of exemplary education is that career entry in the widest range of human services can be made available to any person whose knowledge and skills match the appropriate level of tasks in a job structure. Indeed, there is the growing realization that increasing unemployment and under-employment is incongruous in the face of personnel shortage to provide improved services in health, education, and welfare.

> "Today's education rather than involving students (in the learning process of career development) can be better characterized as a "lock-out education". A youth who wants to become a teacher, a public health specialist, a social worker, can typically follow only one path: fours years of academic curriculum in high school, followed by expensive and lengthy specialization in college and graduate school. He is not allowed to do practice teaching, for example, until he has completed years of courses, many of which are not relevant to his chosen field. This method not only consumes time and money, but may well also stifle enthusiasm." (Alan Gartner, Testimony on HR 16460, Vocational Education Amendments of 1968, Sub-Committee on Education, House Committee on Education and Labor.)

Further, the career entry via the traditional academic route, is by-and-large open to those who are prejudged as "college material". All too many young people who do not readily fit in this category are encouraged and locked into the traditional vocational education, which tends to promote manual skills. Unfortunately, automated technology is fast replacing these production-oriented skills while the demand for human services increases steadily in the United States.

GOALS AND OBJECTIVES

The Division of Comprehensive and Vocational Education Research (Bureau of Research, Office of Education, Department of Health, Education, and Welfare) through the administration of the Career Opportunities Branch, has been actively supporting research projects designed to develop exemplary education in a wide variety of human services. Under Section 4(c) of the Vocational Education Act of 1963 (amended in 1968), the Division has contracted to the YMCA of Metropolitan Chicago, among other institutions which provide human services, to research, demonstrate, and evaluate a scope of work with the following objectives:

1. To use job analysis techniques to identify the nature and composition of functional tasks as they relate to specific bodies of knowledge, skills, techniques and know-how.

2. To restructure functional tasks with corresponding education and training into "career ladders" with increasing responsibility, status, and rewards.

3. To design and demonstrate secondary and post-secondary educational programs which will qualify students and workers into entry positions with career ladders in human services.

The proposed high school Career Development Program in Human Services is to create courses of study which are directly related to one's chosen sequence of jobs in the career ladder. It will, by necessity, allow the career aspirant to decide his own timing for career entry.

Specific Objectives of this pilot program are:

1. To develop competence through learning of specific skills identified through task analysis. The focus will be on learning of human relations skills and the use of self in delivery of services.

2. To increase career motivation through coordinated work-study situations and through innovative teaching techniques.

3. To achieve "credentials" that will enable both college and/or career entry (Diploma or GED plus certificate).

4. To develop curriculum and skills development that articulate with the Associate of Arts Core Curriculum in Human Services.

FEATURES OF THE MODEL

1. Interdisciplinary curriculum development by teachers and counselors through task analysis of actual employment situations;

2. Problem-solving approaches and simulation techniques in the classroom;

3. Developmental and remedial Language Arts Training to strengthen reading and writing as well as other communications skills needed in both employment and academic settings;

4. Centrality of the counseling function and job placement in relevant trainee positions with human services agencies in the metropolitan area; Students will spend 25-30 hours a week in school and 10-15 hours working;

5. Financial aid to students through payment for their work and tuition aid (through supplemental grants from other sources);

6. Immediate, rather than deferred learning in the realms of school and work;

7. Team teaching incorporating student "coaches," to maximize sharing of expertise and to provide individual attention to student needs and interests;

8. Teacher orientation and incentives to insure their commitment to the program objectives (supplemental grants).

TIME TABLE

February-April, 1971: Introduction of Core Curriculum Courses
Community Problems and Resources I
Human Relations Training
Human Services Communication
First class of students enter the program
Placement sites developed; Initial arrangements made for salary and supervision.

April-June, 1971: Introduction of Expanded Core Courses
Organizational Analysis
Community Problems & Research II
Practicum
First class continues with Expanded Core. Basic Core is offered to second class of students.
Placement sites evaluated; Revision as indicated of job descriptions and supervision

July-August, 1971: Introduction of Specialized Courses
Expanded Core offers to second class and Basic Core to third class.
Further evaluation and revision
Counseling for job or college placement of graduates.

Pilot D
4-8-70
Frieden

TENTATIVE CURRICULUM

Type	Title	Description	Pre-requisites	Learning Activities
Basic Core	Community Problems and Resources I	Overview of psycho-social problems in various Chicago Communities & community organizations and institutions set up to deal with them.	none	Simulated dramatization of problems in class; Audio-visual exposure to problems; Field trips to community organizations and institutions; Guest lectures & on-job interviews with community resource personnel.
Basic Core	Human Relations Training	Personal experience with group, community building dynamics, self awareness execises, honest communication, & effective listening skill	none	T-Groups; non-verbal excersises, marathon labs, role-play and group processes analysis within the framework of the class.
Expanded Core	Organizational Analysis (strongly recommended for SSA and CO)	Analysis of community resource organization from viewpoints of HRT experience and formal organizational theory	HRT & CPR-I	Field trips to existing community organizations; Role play; Readings & discussion of aspects of organization theory, as related to public problems.
Basic Core	Human Services Communication	Interview skills, Report writing, PR, Promotion	HRT (or concurrent)	Simulation games of problems in HSC; Report writing project spin-off from simulation game; exposure to office machines & procedures.
Expanded Core	Community Problems& Resources II	Intensive study of psycho-social problems and community organizations and institutions in one neighborhood and/or racial/ethnic community	CPR-I (HSC desirable)	Independent Visits to Target Area; Interviews with residents and community resource personnel; Some library & questionnaire research into history of area & problems; Class progress reports.
Expanded Core	Practicum	Paid or volunteer on-the-job experience in a human service agency or as a teacher-aide in one of the Basic Core courses (tuition free). (May repeat for credit; suggest 1/2 tuition charge if away from school.)	Basic Core	

Pilot D
4-8-70
Frieden

TENTATIVE CURRICULUM (Cont.)

Type	Title	Description	Pre-requisites	Learning Activities
Specialized Courses		In each of the seven identified human services fields	Basic Core (Practicum desirable)	Simulation game of problems in specific career field; Theoretical input from human growth & development, psychology, sociology, ethnic studies, organizational theory, health sciences etc. relating specifically to particular problem; Simulation game re-testing of how well students use imput in problem solving.

SAMPLE BUDGET ITEMS

Since implementation of this model requires funding from several sources, each of which will provide guidelines for expenditures, we have not included an overall budget. The total cost will depend upon numbers of students and faculty involved in the program and based on the following estimates:

Faculty: $600 per teacher per course

Materials: $100 per course

Tuition: $70 per course; According to present work-study arrangements, the students pay 1/4 of their tuition, the High School covers 1/2 of the cost, and the funding source makes up the other 1/4.

Books, fees, others costs: up to $25 per student per semester.

Pilot D
4-8-70
Frieden

TENTATIVE JOB DESCRIPTIONS

Administrator (1/2 time) -- financial accountability, scheduling

Coordinator (fulltime at $12,500):
(1) surveys human service agencies to determine problems and knowledge relevant to curriculum development and to make their resources available
(2) coordinates team-building, in-service training, curriculum development activities of staff
(3) team teaches courses
(4) team building activities for agencies, if necessary and permitted
(5) explores possibilities of opening up other career opportunities to career ladder models besides human services

Teachers (part-time, with $2,000 incentive@):
(1) responsible for conducting specific courses and giving academic counseling to students in these courses
(2) participate in team-building, in-service training, and curriculum development activities -- including visits to human service agencies

Vocational Counselor (full time at $12,500):
(1) make all human service agencies in Chicago aware of program and negotiate entry slots for students
(2) follows up counseling of students on job
(3) team building activities for agencies if necessary and permitted
(4) helps coordinator open career entry slots in other types of careers

Coaches (part-time)
(1) assist teachers in conducting courses and counseling
(2) participate in evaluation of course materials
(3) (if on practicum) comply with course requirements

Research Personnel (Career Options Research & Development analyst and assistants)

Clerical & Secretarial

Consultants

Metropolitan Offices
of the YMCA of Metropolitan Chicago
19 South LaSalle Street, Chicago, Illinois 60603

February 19, 1970

MEMORANDUM

TO: Bernie Frieden

FROM: Bob Soong

RE: High School New Careers Research and Development
(Working paper No. 01)

Bernie, it has been extremely hectic since I last discussed with you on February 10th, about some exciting possibilities of human services career development at the high school level. I want to quickly highlight our discussion, and use this memo to initiate the first working paper from the Social Service Aide Project (SSAP) to you:

1. We believe that the professional hierarchy of human services, otherwise called the helping professions, can be restructured to screen career aspirants "in" rather than "out". Further, it has been found and demonstrated that careerists without high school diplomas are successful in their professional practice. However, employers and educators seldom encourage such demonstrated success -- not without the traditional "piece of paper".

2. We are not proposing that hiring standards be lowered. Neither are we suggesting that the diploma or certification be discarded. We strongly recommend that the educational institution should seriously research, demonstrate and test realistic criteria for career entry and continuing development for upward and/or lateral mobility.

3. We are sufficiently convinced by factual data, that there are generic skills and bodies of knowledge at every level of allied career ladders. Currently, we are exploring seven (7) such ladders, i.e., casework, group work, community organization, mental health, child care, social service administration, and community health service. We anticipate a core curriculum of theory, practice, and human relations training at every level of career entry.

4. We want to superimpose upon the process of high school education a frank and realistic thrust toward career development -- a new kind of learning by experiencing the process in the world of personal and professional growth, rather than detached and objective understanding of subject matters. In this respect, we also view dropping out as a positive, maturing, and creatively risk-taking

kind of attempt to be in touch with the real world of personal and professional growth. We further believe that this interpretation, with a radically restructured teaching, can turn on a new and exciting experience of learning, earning, and achieving.

5. We want to take advantage of the current Central YMCA High School trend toward becoming a "high performance" school, to "turn on" youngsters and older career aspirants toward higher education and vocational pursuit. We want to take advantage of the progressive High School Board and the "career club" idea which is now in the making, and to make realistic career linkages with employers and professionals in human services. This will call for broad-base support and involvement in job analysis, restructuring for career entry and subsequent mobility, restructured teaching, learning, and professional practice in the real community.

6. We shall aim at task-oriented group process training laboratories on alternate days such as Tuesdays and Saturdays, and offer the same alternatives on any two days for theory and skill sessions which will apply to field practicum with "career club" coaching, guidance and counseling. We shall further experiment with the "classroom without walls" concept to free up individual and team exploration and serious research for career development.

Our plan is to join you and your resource personnel for six(6) bi-weekly working sessions through the first week of May, 1970, at which time we shall formally submit a joint proposal for the high school component of New Careers Research and Demonstration. Needless to say, we should write our proposal in such a way as to merit the widest possible consideration for financial and technical support.

I wish to take this opportunity to introduce to you Miss Jean Wetzel, newly appointed Associate Direcotr of the Social Service Aide Project. I am entrusting the high school career development in her well-seasoned leadership, and will continue to support this joint venture by my own participation. I trust also that your select staff will see this in their own interest for progressive institutional change.

As a reminder, we shall meet again in the week of February 23, 1970. I shall confirm an appointment with you. Enclosed, please find a copy of our Phase I Final Reprot and Phase II First Quarterly Report.

CC: Jean Wetzel

enc: 2

RKS/jbh

Draft for Discussion Only
(Working Paper #2)

HUMAN SERVICES

CAREER DEVELOPMENT PROGRAM

(High School Education and Training)

April 1970

YMCA of Metropolitan Chicago
19 South La Salle Street
Chicago, Illinois 60603

Contact Persons

_____ (telephone)

_____ (telephone)

HUMAN SERVICES

CAREER DEVELOPMENT PROGRAM

I. INTRODUCTION

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Further, the career entry via the traditional academic route, is by-and-large open to those who are prejudged as "college material". All too many young people who do not readily fit in this category are encouraged and locked into the traditional vocational education, which tends to promote manual skills. Unfortunately, automated technology is fast replacing these production-oriented skills while the demand for human services increases steadily in the United States.

II. GOALS AND OBJECTIVES

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The proposed high school Career Development Program in Human Services is to create courses of study which are directly related to one's chosen sequence of jobs in the career ladder. It will, by necessity, allow the career aspirant to decide his own timing for career entry.

III. SCOPE OF WORK

April, 1970
1) Organization of planning team composed of Central YMCA and SSAP staff.
2) Completion of written proposal for High School Career Development in Human Services.
3) Concurrent exploratory discussion with SSAP funding source, i.e., U.S. Office of Education.
4) Formulation of funding strategy.

May, 1970
1) Development of alternate program plans to accommodate flexible funding strategy.
2) Presentation and negotiation for funding terms and conditions.

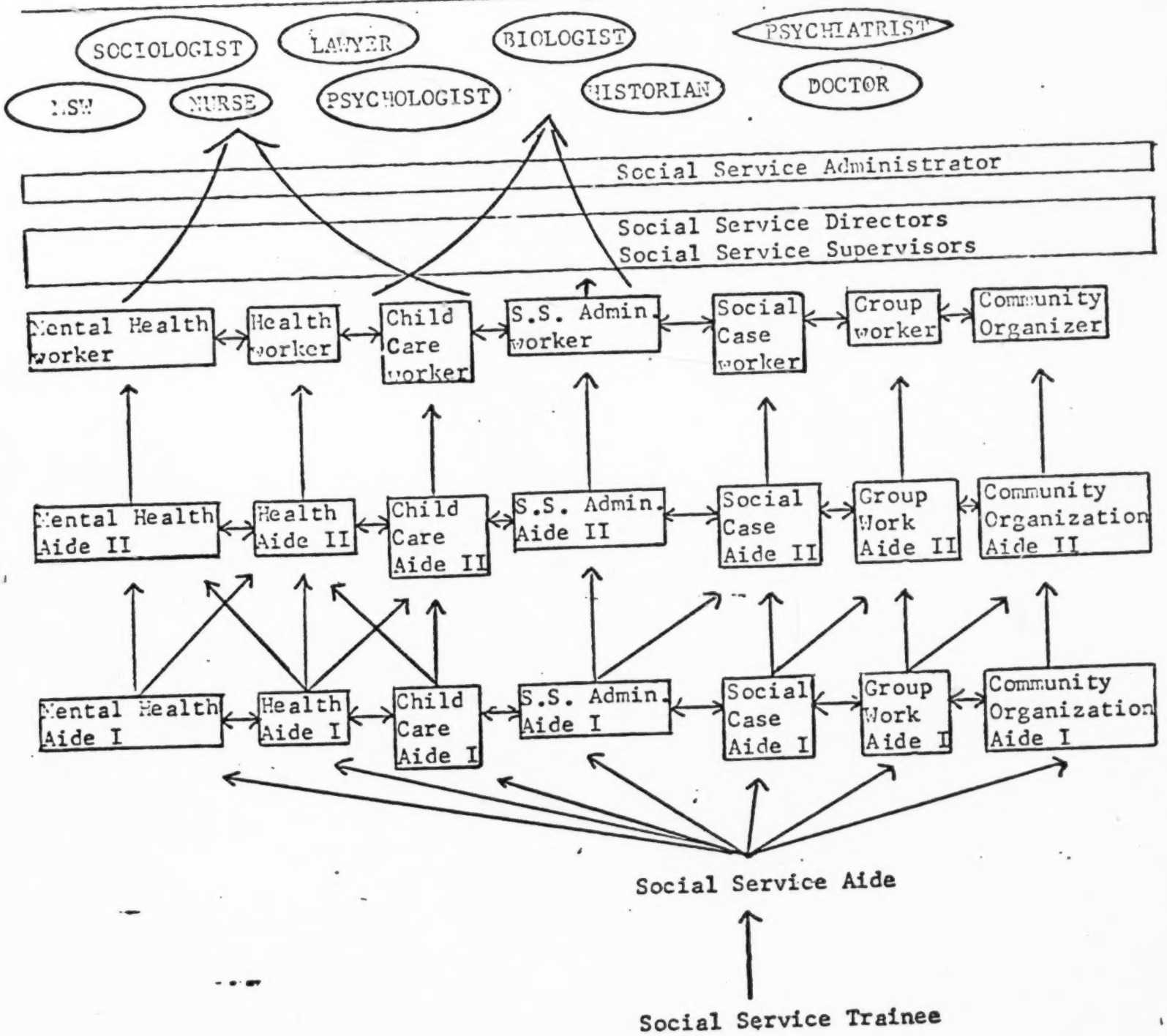
June and July, 1970
1) Funding negotiations.
2) Program planning and resource development.
3) Staff development.

August, 1970
1) Staff and faculty orientation and training.
2) Student recruitment and orientation.
3) Student-faculty planning.

September, 1970 - Implementation of Pilot "D"
The high school career development program is projected to pilot-test for a period of two years. It will utilize the current outline of the SSAP curriculum as the test model for program demonstration and modification. A downward adjustment of the community college curriculum will therefore be programmed, with technical input from Pilot "A" - Prairie State College, Pilot "B" - City Colleges of Chicago, and Pilot "C" - In-Service Training Program of the YMCA of Metropolitan Chicago.

(High school plan of action to be further detailed.)

SOCIAL SERVICE CAREER LADDER



Specialists
--other levels of the ladder that involve specialization requiring Ph.D. and M.A. or M.S.

Administration
--greater responsibility with raised salary; does not necessitate Ph.D. or M.S. degree level.

Social Service Worker
--B.S. or B.A. degree; follows as an elaboration of the Aide II level, with salary increase, and greater responsibility in a specialized area.

Aide II
--first year beyond the A.A degree level; possibilities of specialization and/or change to another area of social service; open to further education/training.

Aide I
--two year A.A. degree level; specialization by choice; in-service equivalency beyond the aide level.

Aide
--one year level in A.A. degree course schedule; equivalent to in-service training beyond the trainee level.

Trainee
--entry level with high school education or less.

Table 1A Two Year Course Outline for the A.A. Degree
(to be adjusted downward for high school curriculum)

1st Semester	2nd Semester
Orientation to Social Service 3 Hours	Human Biology I (Principles of Health) 3 Hours
Communication In Social Services I 3 Hours	Communication In Social Services II 3 Hours
American Ethnic Groups 3 Hours	Social Problems 3 Hours
Techniques of Organization and Decision Making 2 Hours	Community Resources 2 Hours
Psychology 101 (Human Growth and Development) 3 Hours	Psychology 102 (Human Growth and Development) 3 Hours
Physical Education I 1 Hour	Physical Education II (Recreation games) 1 Hour

Table 1A represents what the research project would consider the ideal program in terms of the arrangement of courses and time freed for practicum and specialty training. It makes no accommodation to existing systems through inclusion of courses in English and Sociology, which are subjects already adequately covered in the courses delineated, although not with customary titles or traditional arrangement of subject matter.

Table 1A Two Year Course Outline for the A.A. Degree
(to be adjusted downward for high school curriculum)

3rd Semester	4th Semester
Human Biology II (Health Care) 3 Hours	Elective in Specialty 3 Hours
Abnormal Psychology 3 Hours	Elective in Specialty 3 Hours
Group Process 3 Hours	Elective in Specialty 3 Hours
Creative Activities I 3 Hours	Creative Activities II 3 Hours
Practicum I 3 Hours	Practicum II 3 Hours

Table 1A represents what the research project would consider the ideal program in terms of the arrangement of courses and time freed for practicum and specialty training. It makes no accommodation to existing systems through inclusion of courses in English and Sociology which are subjects already adequately covered in the courses delineated, although not with customary titles or traditional arrangement of subject matter.

Table 1B Two Year Course Outline for the A.A. Degree (to be adjusted downward for high school curriculum)

1st Semester	2nd Semester
Orientation to Social Services 3 Hours	Human Biology (Principles of Health) 3 Hours
Communication in Social Services I 3 Hours	Communication in Social Services II 3 Hours
Sociology 101 3 Hours	Sociology 102 3 Hours
Techniques of Organization and Decision Making 2 Hours	Community Resources 2 Hours
English 101 3 Hours	English 102 3 Hours
Physical Education I 1 Hour	Physical Education II (Recreational games) 1 Hour

Represents an accomodation to existing conditions in college with 30 Hours Liberal Arts requirement. The curriculum represents a total of 33 Hours due to the necessity of a six hour practicum rather than a three hour practicum. Nevertheless, no program need exceed 30 Hours due to the opportunity for specialized course deletion or substitution.

Table 1B Two Year Course Outline for the A.A. Degree (to be adjusted downward for high school curriculum)

3rd Semester	4th Semester
Human Biology (Health Care) 3 Hours	Psychology 102 (Human Growth and Development II) 3 Hours
Psychology 101 (Human Growth and Development I) 3 Hours	Social Problems 3 Hours
Creative Activities I 3 Hours	Creative Activities II 3 Hours
Abnormal Psychology 3 Hours	Group Process 3 Hours
American Ethnic Groups 3 Hours	Practicum 6 Hours

Represents an accomodation to existing conditions in college with 30 Hours Liberal Arts requirement. The curriculum represents a total of 33 Hours due to the necessity of a six hour rather than a three hour practicum. Nevertheless, no program need exceed 30 hours due to the opportunity for specialized course deletion or substitution.

IV. BUDGET

HIGH SCHOOL CURRICULUM

FOR HUMAN SERVICES

CAREER DEVELOPMENT PROGRAM *

(SSAP-III Budget Proposal for the First Twelve-Month Period)

CATEGORY	BUDGET	POSSIBLE SOURCES
Personnel		
1 Administrator (half-time)	$ 7,000	SSAP, Voc-Ed., High Sch.
1 Teacher-Trainer (full-time)	14,000	Voc-Ed., High Sch.
3 Co-Trainers (full-time)	30,000	DoL., YMCA, O.E.O., High Sch.
6 Counselors (full-time)	48,000	DoL., YMCA, O.E.O., High Sch.
1 Research Analyst (full-time)	10,000	SSAP
2 Research Assistants (full)	14,000	Voc-Ed.
1 Secretary (full)	6,000	DoL., O.E.O.
2 Clerk-Typists (full)	10,000	DoL., O.E.O.
Consultants	15,000	Voc-Ed.
Benefits		
F.I.C.A., Retirement, Health, etc.	17,000	Voc-Ed., YMCA
Travel		
Local	2,000	Voc-Ed., DoL.
Out-of-Town	1,000	Voc-Ed., DoL.
Equipment and Supplies	15,000	DoL., Voc-Ed., YMCA
Other Direct Costs	20,000	YMCA
Indirect Costs	6,000	YMCA
TOTAL PROPOSED BUDGET	$215,000	

* Estimated enrollment of at least 150 students.

MINUTES OF MEETING — Pilot D -- YMCA High School

Room 1321
April 8, 1970

Present: Bernie Frieden, Marv Raidbard, Donna Williams, Horatio Lewis, Jonah Muskive, Pam Ekong, Jean Wetzel

Documents used: Human Services Career Development Program (High School Education and Training); Working Paper #2 and Phase I Final Report Pages 36 through 69, Core Curriculum Outline.

The purpose of the meeting was to introduce selected teachers and counselors of the YMCA staff to Pilot D concepts and objectives, and to elicit their suggestions and concerns. Although the meeting was taped, it was not possible to review the tape in writing these minutes; therefore additions and corrections to these minutes will be made at a later date.

Certification of Human Service Career Program:
When enrolles have completed the core curriuclum, they will be awarded a certificate noting that accomplishment. It was emphasized that it is highly dersirable for students to get their high school diplomas or equivalent, and the certificate would be in addition to, rather than in place of, the diploma. The graduate with a certificate should be regarded as better qualified for human service positions that one who has completed a regular high school course of study.

Course Outline:
Mr. Frieden presented a suggested outline of courses (see attached). Basically, the first term would offer core curriculum courses, the second term a practicum and expanded core courses, and the third term specialized courses. In addition, students would be taking whatever courses were needed for graduation plus courses of individual interest.

Recruitment:

The Human Service sequence would be open to all students attending the Y High School, including those affiliated with the Youth Action Program, Neighborhood Youth Corps, and Jobs Now. Students taking other sequences could take one or more of the human service courses as desired.

Teaching Patterns and related staff:
Of equal status would be a Teacher-Coordinator to oversee curriculum and staff development and a Counselor who would negotiate for entry slots with employers, do follow-up, individual counseling, and team building. Teams of teachers would include both teachers of the new courses and other teachers who have particular skills needed in development of the new courses. Ten to 15 teachers would thus be involved. It was decided to ask for incentive-pay for the entire faculty (about 30) to maximize cooperation and enthusiasm. The teaching staff would be rounded out by the addition of part-time coaches who could be college students, second term high school students and/or students on practicum assignment.

Telling it to the Teachers:
At least half the teachers must be behind the program for it to work. It was decided to present the program to the Teachers Association for their reactions. Those present at the meeting also agreed to acquaint thier colleagues with the idea informally. It was felt that teachers will want to know: What do you want me to do? How much extra work will it be? What do I get out of it? Secondly, assurance of job slots will be sought -- what employers will be involved? What do they think the kids should receive in classes? To what extent will teachers be involved in the job situations.

Minutes distributed to Bernie Frieden, Robert Soong, & on file with CORD

4-16-70
Jean Wetzel

Copies to Bill Kuntz & Bruce Cole 4-17-70

Pilot D
4-8-70
Frieden

COURSES

Goal: to formulate problem-solving techniques in various areas of human services.

I. HEALTH CARE -- incorporates Human Biology I & II plus elements from Human Growth and Development, Community Resources centered aroung problems in health care, e.g. first aid, sanitation, nutrition, V.D. control, etc. Methodology: simulation games -- recourse to knowledge around problem solving.

II. MENTAL HEALTH -- incorporates Human Growth and Development, Abnormal Psychology, Social Problems, Community Resources. Problems in mental health.

III. CHILD CARE -- incorporates Human Biology I & II, Human Growth and Development, Community Resources -- models of learning theory (ed). Problems in child care.

Pilot D
4-8-70
Frieden

TENTATIVE CURRICULUM

Type	Title	Description	Pre-requisites	Learning Activities
Basic Core	Community Problems and Resources I	Overview of psycho-social problems in various Chicago Communities & community organizations and institutions set up to deal with them.	none	Simulated dramatization of problems in class; Audio-visual exposure to problems; Field trips to community organizations and institutions; Guest lectures & on-job interviews with community resource personnel.
Basic Core	Human Relations Training	Personal experience with group, community building dynamics, self awareness execises, honest communication, & effective listening skill	none	T-Groups; non-verbal exercsises, marathon labs, role-play and group processes analysis within the framework of the class.
Expanded Core	Organizational Analysis (strongly recommended for SSA and CO)	Analysis of community resource organization from viewpoints of HRT experience and formal organizational theory	HRT & CPR-I	Field trips to existing community organizations; Role play; Readings & discussion of aspects of organization theory, as related to public problems.
Basic Core	Human Services Communication	Interview skills, Report writing, PR, Promotion	HRT (or concurrent)	Simulation games of problems in RSC; Report writing project spin-off from simulation game, exposure to office machines & procedures.
Expanded Core	Community Problems& Resources II	Intensive study of psychosocia problems and community organizations and institutions in one neighborhood and/or racial/ethnic community	CPR-I (HSC desirable)	Independent Visits to Target Area; Interviews with residents and community resource personnel; Some library & questionnaire research into history of area & problems; Class progress reports.
Expanded Core	Practicum	Paid or volunteer on-the-job experience in a human service agency or as a teacher-aide in one of the Basic Core courses (tuition free). (May repeat for credit; suggest 1/2 tuition charge if away from school.)	Basic Core	

Pilot D
4-8-70
Frieden

TENTATIVE CURRICULUM (Cont.)

Type	Title	Description	Pre-requisites	Learning Activities
Specialized Courses		In each of the seven identified human services fields	Basic Core (Practicum desirable)	Simulation game of problems in specific career field; Theoretical input from human growth & developme psychology, sociology, ethnic studi organizational theory, health scien etc. relating specifically to particular problem; Simulation game re-testing of how well students use imput in problem solving.

DESIGN OF PROJECT FUTURE

The Central YMCA High School, in cooperation with the Neighborhood Youth Corps Program of the YMCA's Employment and Training Division, proposes to develop a vocationally oriented group work program for 60 Neighborhood Youth Corps enrollees and 300 capable under-achievers in the South Shore (District 22) and Englewood (District 20) areas which will motivate them to remain in school and to aim at realistic vocational goals.

Two units will be established at the South Shore YMCA, 1833 East 71st Street and the Southtown-Englewood YMCA, 6545 South Union Avenue. Each unit will be staffed by two instructors from the Central YMCA High School, 3 family instructors to be paid from this contract and a supervisor and 30 Neighborhood Corps (NYC) enrollees to be paid from the NYC contract. A project director, paid for by this contract, will be responsible for overall supervision, fiscal management, evaluation and reporting. The six adult staff will work as a team of teacher-supervisors with the 30 enrollees. The enrollees will be paid $36 weekly for 40 hours of combination work and study.

The units will be fully accredited by the Central YMCA High School. The curriculum will be experimental, testing the Social Service Aide curricula developed by the High School in cooperation with the Social Service Aide-Career Options Research and Development Project. This project uses the task analysis approach of Dr. Sidney Fine to establish what skills and knowledge a paraprofessional will require to move toward professional status and then develops courses specifically aligned to provide those skills and knowledge. Heavy emphasis will be placed on vocational opportunities and vocational counseling. This group of 17-21 year-old neighborhood youth will be motivated to raise their own vocational sights and trained in group work techniques to work with neighborhood grade school youth who are capable under-achievers. During the year of the project it will be possible for the Neighborhood Youth Corps enrollee to earn as much as two years of High School credits.

Each NYC enrollee will relate to 5 under-achievers in a small group approach that has proven effective. They will meet with them after school and during the summer, providing vocational exposure, bringing successful black professionals and businessmen to work with them and passing on to them their newly won conviction of the vocational potential for black youth who successfully complete their education.

The evaluation process will measure three areas:

1) Comparing initial vocational aspirations of the NYC enrollees with their vocational aspirations at the end of the year;

2) Reporting what kind of employment and/or schooling the enrollees enter after this year--Do these indicate significant raising of sights?

3) Comparing vocational aspirations of the capable under-achievers initially and at the end of the year. Also comparing these criteria with the findings of the research on SHARE-20 youth reported earlier. Do the children in Project Future have a more realistic expectation of vocational future than the earlier group?

5/18/70

BUDGET

1 Project Director	$ 15,000
6 Instructor-Counselors @ $11,000	66,000
4 Clerk-Typists @ $5,500	22,000
10 Staff	$103,000
FRINGE BENEFITS: FICA, Retirement, Workmen's Compensation, Health & Life Insurance: 12.4% of Payroll	12,772
TOTAL PERSONNEL	$115,772
TUITION: $70 x 3 courses = $210 x 5 Semesters = $1,050; Fees: $10 x 5 semesters = $50; Books: $15 x 5 semesters = $75. TOTAL: $1,175 x 60 =	70,500
OFFICE SUPPLIES: $50 x 12 months x 2 units	1,200
RENT: Lease of Equipment - 4 electric typewriters @$25 =	1,200
TELEPHONE: 11 phones x $20 x 12 months =	2,640
XEROX, COMPUTER TIME, MIMEO SUPPLIES: $250 x 12 months =	3,000
LOCAL TRAVEL: 7 staff x 300 mi. av. x 10¢ x 12 months =	2,520
STAFF TRAINING: 7 staff x $20 x 6 days = $840	840
PROGRAM MATERIAL, TRANSPORTATION AND FEES: $50 per pupil x 300 pupils =	15,000
RENTAL OF SPACE FOR PROGRAM: 10 Program sites @ $200 per month =	24,000
ADMINISTRATIVE OVERHEAD: Per agreed upon formula with public agencies: 8.8% of Personnel costs: $115,772	10,188
TOTAL COSTS	$239,860

Metropolitan Offices
of the YMCA of Metropolitan Chicago
19 South LaSalle Street, Chicago, Illinois 60603

June 24, 1970

Dr. Marc Matland, Contract Officer
Office of Education, Bureau of Research
Department of Health, Education and Welfare
400 Maryland Avenue S.W. Room 3036
Washington D.C. 20202

Dear Dr. Matland:

Mr. Soong has suggested that you are interested in development of "Pilot D" -- Human Services Career Development Program: High School Education and training.

The basic planning of Pilot D began in early February and continued through March. Several meetings in February between Bernie Frieden, Assistant Principal of the YMCA High School, and Bob Soong laid the groundwork (see working paper #1). Upon my employment with SSAP, I was brought into the planning process. During March the three of us then met with Zen Puzinauskas, Principal, for further negotiation.

Some of the issues we thrashed through were: (1) Degree of intergration of this program with existing programs -- should it be a department? interdepartmental? a separate "track"? (2) Students -- would the program attract the full range of students? college-bound, the under achiever, the low IQ, those that need financial help as well as those who don't; should there be any screening of students through admission tests, placement tests? (3) Scheduling of class time, field trips, work assignments. How about evening school? (4) Faculty: respective roles of coordinator and counselor, composition of teaching teams, teacher orientation and training, salaries.

Often what appeared at first glance to be mechanical required a great deal of attention to non-mechanical aspects. In scheduling, for example, we could arrange for students to attend classes in the mornings and work in the afternoons. Such a half-day arrangement, however, would "create problems" in the cafeteria and would increase transportation expenses and time. Another arrangement would be for students to attend evening school; This would "beef-up" the school's current offering and would provide more efficient use of space, but it would also segregate the students in this program and would discourage blending the courses with the regular courses offered. Overshadowing the discussion of scheduling was the possibility that the YMCA would soon be selling the building and the High School moved into facilities shared by the Central YMCA College

We planned to involve a small group of teachers and counselors in the planning of Pilot D during April, and then to proceed to the Teachers Association (see minutes of April 8). Supplement A to the Working Paper #2 incorporated the revised curriculum and job descriptions.

About this time, however, a new element was introduced. Mrs. Yvonne Raglin, Director of the Neighborhood Youth Corps for Jobs Now wanted to register 100 NYC trainees in the Central Y High School and was particularly interested in their vocational options. Placements with hospitals and educational programs called for a Human Services curriculum. Thus, if Pilot D could be introduced in May, 1971, NYC would carry some of the financial load of the program and their trainees could avail themselves of that choice. Further, the summer months could be devoted to testing the core curriculum at the secondary level.

This opportunity, naturally, introduced a new set of constraints and objectives to be worked out. The major problem at this point is funding. The Chicago Committee on Urban Opportunity (OEO) has petitioned for a reduction in unit cost from $1500 to $800 and for changes in payment of tuition and other vocational expenses. Until a decision is made regarding this petition, approval of Yvonne's contract for the fiscal year beginning July 20, 1970 is being held up. Meanwhile, it may be worth your notice that CCUO is diverting $400,000 from the Manpower Administration of DOL to cover their own in-service career development program, which we helped to design.

As uncertainly of the NYC funds grew, a proposal was written to seek funds elsewhere, primarily through the Board of Vocational Education and Rehabilitation of the State of Illinois. (See Design of Project Future). Bruce Cole has assumed the responsibility for expanding this proposal and making further contacts with the State. Our staff is tentatively committed to development of the research component and will request consideration of additional funds for Pilot D in the Phase III Proposal.

The Y High School thus far appears to have been a wise choice for developing exemplary education. There are currently about 800 students, some foreign, some adults, many (about 60%) are teenagers who have quit or been kicked out of the public schools and who would not otherwise have obtained a high school diploma. The school cooperates with NYC, Youth Action, Jobs Now, and other work-study programs and has demonstrated that it can operate flexibly within a variety of guidelines. The school and faculty are racially and socio-economically mixed. Many students are on scholarships and most find it necessary to work part-time. Nevertheless, motivated students have been able to complete the 4 years of required credits in 2 years.

We have benefitted greatly from Bernie Frieden's experince and vision, and regret that he has decided not to consider the position of Teacher-Coordinator for the Pilot. Bernie has been

developing methods of Literacy Training and feels he is nearing a breakthrough, so that will remain his central interest. He will, however, continue to assist in the planning and wants to participate as a teacher in the Pilot.

Please feel free to comment on the progress of Pilot D. We will try to keep you up-to-date on future developments.

Sincerely yours,

Jean Wetzel

Miss Jean Wetzel,
Associate Director

Enc

CC: Soong & Cole